

Crosswalk Directions:

2007 MLR to 1997 MLR

1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard, performance indicator, or descriptor of the 2007 MLR can be found in the 1997 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer “no”, please respond only to questions 6, 8, and 9.
2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.
3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the 2007 MLR standard, performance indicator, or descriptor can be found in the 1997 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
4. Indicate where the standard, performance indicator, or descriptor of the 2007 MLR can be found in the standards or performance indicators of the 1997 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), or A1, 2 (standard A, performance indicators 1 and 2).
5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 2007 MLR can be found at the same grade span in the 1997 MLR. If “no”, indicate the grade span where the performance indicator is found in the 1997 MLR. As an example, a performance indicator found in 6-8 in the 2007 should be considered to be at a different grade span if it is found at 5-8 in the 1997 MLR.
6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom’s Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more than one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.
7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom’s Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more than one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

	CONTINUITY			WHERE is it found? (Standard, PI)	Is it at the same grade span or grade level?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 1997 MLR?
	Is it in the 1997 standards?	Is the CONCEPT/IDEA the same?	Is the WORDING the same?			
English Language Arts CROSSWALK: 2007 MLR to 1997 MLR						
A. READING: Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	The language of the 2007 document strives to capture the dynamic interplay among the essential elements of reading.	1997 Content Standard A Process of Reading	Yes, The connection is at the content standard level and therefore applies across grade spans.	Levels 1-6
A1 Interconnected Elements: Comprehension, Vocabulary, Alphabets, Fluency PK-2 PERFORMANCE INDICATOR						
Students read texts, within a grade appropriate span of text complexity, and apply their knowledge and strategies of comprehension, vocabulary, alphabets, and fluency. (L)	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	The language of the 2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	Yes, Since the connection is to a 1997 content standard and PK-2 is one of the grades spans in both documents, the connection can be considered at	Levels 1-6
a. Use comprehension strategies to understand texts within a grade appropriate span of text complexity.	Partial, The 2007 PI focuses solely on comprehension strategies to understand texts with appropriate span of text complexity for	Partial, Both documents expect students to comprehend what they read but only the 1997 document focuses on developing fluency as well.	The language of the 2007 PI gives emphasis to the important role comprehension strategies play in understanding text.	1997 PK-2 PI A6	Yes, PK-2	Levels 2-5
b. Develop vocabulary using knowledge of word parts and relationships.	Yes	Yes, Both documents recognize the importance of vocabulary knowledge.	The 2007 descriptor focuses on two important strategies for building vocabulary knowledge at this grade span.	1997 2007 PI A5	Yes, PK-2	Levels 2-5

Crosswalk - ELA 2007-1997

c. Demonstrate phonemic awareness and use phonics to decode new words.	Yes	Yes, Both documents recognize the importance of phonemic awareness and knowledge of phonics.	The 2007 document recognizes the important role phonemic awareness and phonics in the development of reading skills.	1997 PK-2 PI C2	Yes, the PK -2 Grade Span.	1-Knowledge
d. Read fluently and accurately with appropriate pacing and expression.	Yes	Yes, Both documents recognize the important role fluency plays in reading with understanding.	The 2007 language describes fluency as reading with appropriate pacing and expression.	1997 PK-2 PI A6	Yes, PK-2	Levels 2-5
GRADE 3 PERFORMANCE INDICATOR						
Students read and draw conclusions from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabets, and fluency.	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The grade span configuration in the 2007 document is 3-5 rather than 3-4.	Levels 1-6
a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of the author's message. (L)	Yes	Yes, Both documents expect students to use a wide range of strategies to comprehend texts.	2007 document includes typical strategy labels students may use as they read and comprehend.	1997 Content Standard A Process of Reading	span configuration in the 2007 document is 3-5 rather than 3-4.	Levels 1-6
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)	document did not have a PI to describe vocabulary development to this extent of understanding.					
c. Determine the meaning of unknown words by using a variety of strategies including using the context of the text, word connections, and a dictionary. (L)	Yes	Yes, Both documents expect students to determine the meaning of unknown words by using reference sources including a dictionary.	2007 document expects using the context of a text, word connections, a dictionary along with other strategies to determine the meaning of unknown	1997 Grade Span 3-4 PI A1.	No, The grade span configuration in the 2007 document is 3-5 rather than 3-4.	Levels 2,3
d. Use phonics including syllable types, word parts, word families and common prefixes and suffixes to read fluently and build meaning as they read. (L)	Partial, But at a lower grade span.	document, the expectation is found under the content standard of Languages and Images.	The 2007 language is more specific about which phonic elements grade 3 students will use when reading.	1997 PK-2 PI C2	No, The connection is found in the 1997 PK-2 expectations.	1-Knowledge

Crosswalk - ELA 2007-1997

e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	Yes	Yes, Both documents expect students to read independently and fluently.	The 2007 language adds the specificity of pacing, phrasing, intonation, and expression.	1997 3-4 PI A5	span configuration in the 2007 document is 3-5 rather than 3-4.	Levels 1-5
GRADE 4 PERFORMANCE INDICATOR						
Students read and draw conclusions from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabets, and fluency.	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The grade span configuration in the 2007 document is 3-5 rather than 3-4.	Levels 1-6
a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of the author's message. (L)	Yes	Yes, Both documents expect students to use a wide range of strategies to comprehend texts.	The language of the 2007 document includes typical strategy labels students may use as they read and comprehend.	1997 Content Standard A Process of Reading	No, the grade span configuration in the 2007 document is 3-5 rather than 3-4.	Levels 1-6
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)	document did not have a PI to describe vocabulary development to this extent of understanding.					
c. Determine the meaning of unknown words by using a variety of strategies including applying knowledge of synonyms, antonyms, homophones, and homographs. (L)	Yes	Yes, Both documents expect students to determine the meaning of unknown words by using strategies.	The language of the 2007 document expects the use of word relationships to be one of the strategies grade 4 students use.	1997 Grade Span 3-4 PI A1.	No, the grade span configuration in the 2007 document is 3-5 rather than 3-4.	Levels 2,3
d. Use phonics including word parts and common root words to read fluently and build meaning as they read. (L)	Partial, But at a lower grade span.	Partial, in the 1997 document, the expectation is found under the content standard of Languages and Images.	The 2007 language is more specific about which phonic elements grade 4 students will use when reading.	1997 PK-2 PI C2	No, The connection is found in the 1997 PK-2 expectations.	1-Knowledge
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	Yes	Yes, Both documents expect students to read independently and fluently.	The 2007 language adds the specificity of pacing, phrasing, intonation, and expression.	1997 3-4 PI A5	No, the grade span configuration in the 2007 document is 3-5 rather than 3-4.	Levels 1-5

Crosswalk - ELA 2007-1997

GRADE 5 PERFORMANCE INDICATOR						
Students read and draw conclusions from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency.	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 1-6
a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of the author's message. (L)	Yes	Yes, Both documents expect students to use strategies to comprehend.	the language of the 2007 document includes typical strategy labels students may use as they read and comprehend.	1997 Content Standard A Process of Reading	No, the grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 1-6
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)	document did not have a PI to describe vocabulary development to this extent of understanding.					
c. Determine the meaning of unknown words by using a variety of strategies including distinguishing and interpreting words with multiple meanings and using word, context, sentence, and paragraph clues. (L)	Yes	With no clear vocabulary PI in the 1997 document, the language of Grade Span 5-8 PI A4 has historically been identified as the vocabulary PI.	The language of the 2007 descriptor expects that students will use their knowledge of the multiple meanings of words, clues within the context of the text along with other strategies, to	1997 Grade Span 5-8 PI A4	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 2,3
d. Use phonics including word parts and less common root words to read fluently and build meaning as they read. (L)	Yes, But at a lower grade span.	The use of phonics is articulated in the PK-2 Grade Span in the 1997 document.	the 2007 language is more specific about which phonic elements grade 5 students will use when reading.	1997 PK-2 PI C2	No, the connection is found in the 1997 PK-2 expectations.	1-Knowledge
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	Yes, But at a lower grade span.	The expectation of measuring fluency does not extend into the 1997 5-8 Grade Span.	the 2007 language of the descriptor expects students will read texts with an appropriate span of text complexity	1997 3-4 PI A5	No, The connection is found in the 1997 3-4 Grade Span.	Levels 1-5
GRADE 6 PERFORMANCE INDICATOR						
Students read and make generalizations from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency.	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 1-6

Crosswalk - ELA 2007-1997

a. Use a range of before, during, and after reading strategies to deepen their understanding of the author's message. (L)	Yes	Yes, Both documents expect students to use strategies to aid in comprehending.	The language of the 2007 document describes the categories for these strategies as before, during, and after reading strategies. A link from the 2007 document will list and describe the appropriate strategies	1997 Grade Span 5-8 PI A4	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 2,3
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)	document did not have a PI to describe vocabulary development to this extent of understanding.					
c. Determine the meaning of unknown words by using a variety of strategies including context, definition, example, restatement, and how they compare/contrast to other words. (L)	Yes	With no clear vocabulary PI in the 1997 document, the language of Grade Span 5-8 PI A4 has historically been identified as the vocabulary PI.	The language of the 2007 descriptor expects that students will use their knowledge of word definitions, examples, restatements, comparisons to other words, clues within the context of the text along with other strategies to determine the	1997 Grade Span 5-8 PI A4	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 2,3
d. Use phonics, word parts, and word relationships when necessary to maintain fluency and meaning as they read. (L)	Yes, But at a lower grade span.	The use of phonics is articulated in the PK-2 Grade Span in the 1997 document.	The 2007 language is more specific about which phonic elements grade 6 students will use when reading.	1997 PK-2 PI C2	No, the connection is found in the 1997 PK-2 expectations.	1-Knowledge
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	Yes, But at a lower grade span.	The expectation of measuring fluency does not extend into the 1997 5-8 Grade Span.	The 2007 descriptor expects students will read texts with an appropriate span of text complexity for grade 6 fluently and accurately.	1997 Grade Span 3-4 PI A5	No, The connection is found in the 1997 3-4 Grade Span.	Levels 1-5
GRADE 7 PERFORMANCE INDICATOR						
Students read and make generalizations from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency.	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 1-6

Crosswalk - ELA 2007-1997

a. Use a range of before, during, and after reading strategies to deepen their understanding of the author's message. (L)	Yes	Yes, Both documents expect students to use strategies to aid in comprehending.	The language of the 2007 document describes the categories for these strategies as before, during, and after reading strategies. A link from the 2007 document will list and describe the appropriate strategies	1997 Grade Span 5-8 PI A4	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 2,3
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)	document did not have a PI to describe vocabulary development to this extent of understanding.					
c. Determine the meaning of unknown words by using a variety of strategies including understanding and explaining that similar and related words can express different "shades" of meaning. (L)	Yes	With no clear vocabulary PI in the 1997 document, the language of Grade Span 5-8 PI A4 was interpreted as the vocabulary PI.	The language of the 2007 descriptor expects that students will use their knowledge of how similar and related words can express different "shades of meaning" along with other strategies to determine the	1997 Grade Span 5-8 PI A4	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 2,3
d. Use the origins and meanings of foreign words that are frequently used in English as they read. (L)	Partial, The 1997 has a different intent.	Partial, The 1997 is expecting students to compare/ contrast words that are not English words to English words.	Partial, The 2007 descriptor is expecting students to use the origin and meaning of non-English words when non-English words are used in	1997 Grades Span 3-4 PI C5	No, The connection is found at the 1997 3-4 Grade Span.	4-Analysis
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	Yes, But at a lower grade span.	The expectation of measuring fluency does not extend into the 1997 5-8 Grade Span.	2007 descriptor expects that students will read texts with an appropriate span of text complexity for grade 7 accurately and fluently.	1997 Grade Span 3-4 PI A5	No, The connection is found at the 1997 3-4 Grade Span.	Levels 1-5

Crosswalk - ELA 2007-1997

GRADE 8 PERFORMANCE INDICATOR						
Students read and make generalizations from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency.	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The grade span configuration in the 2007 document is 6-8 rather than 58.	Levels 1-6
a. Use a range of before, during, and after reading strategies to deepen their understanding of the author's message. (L)	Yes	Yes, Both documents expect students to use strategies to aid in comprehending.	The language of the 2007 document describes the categories for these strategies as before, during, and after reading strategies. A link from the 2007 document will list and describe the appropriate strategies	1997 Grade Span 5-8 PI A4	No, The grade span configuration in the 2007 document is 6-8 rather than 58.	Levels 2,3
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)	document did not have a PI to describe vocabulary development to this extent of understanding.					
c. Determine the meaning of unknown words by using a variety of strategies including the connotative and denotative meaning of words. (L)	Yes	With no clear vocabulary PI in the 1997 document, the language of Grade Span 5-8 PI A4 was interpreted as the vocabulary PI.	2007 descriptor expects that students will use their knowledge of the connotative and denotative meaning of words along with other strategies to determine the	1997 Grade Span 5-8 PI A4	No, The grade span configuration in the 2007 document is 6-8 rather than 58.	Levels 2,3
d. Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to maintain fluency and meaning as they read science, social studies, and mathematics texts. (L)	Partial, The 1997 has a different intent.	Partial, The 1997 is expecting students to compare/ contrast words that are not English words to English words.	the 2007 descriptor expects students to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts as their read content	1997 Grades Span 3-4 PI C5	No, The connection is found at the 1997 3-4 Grade Span.	4-Analysis
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	Yes, But at a lower grade span.	The expectation of measuring fluency does not extend into the 1997 5-8 Grade Span.	2007 descriptor expects that students will read texts within a grade appropriate span of complexity for grade 8 fluently and accurately.	1997 Grade Span 3-4 PI A5	No, The connection is found at the 1997 3-4 Grade Span.	Levels 1-5

9 - Diploma PERFORMANCE INDICATOR						
Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, alphabets, and fluency. (L)	Partial, the 2007 document specifically identifies the essential elements of reading directly in the PI.	Partial, Both documents expect students to use the skills and strategies of the reading process to read.	2007 document strives to capture the dynamic interplay among the essential elements of reading and articulates an expectation regarding text complexity.	1997 Content Standard A Process of Reading	No, The 2007 grade span configuration is 9-D rather 9-12	Levels 1-6
a. Use a flexible range of before, during, and after reading strategies to deepen their understanding of the author's message. (L)	Yes, But at a lower grade span.	Yes, Both documents expect students to use strategies to aid in comprehending.	The language of the 2007 document describes the categories for these strategies as before, during, and after reading strategies. A link from the 2007 document will list and describe the appropriate strategies	1997 Grade Span 5-8 PI A4	No, The connection is at the 1997 5-8 Grade Span rather than the secondary grades span.	Levels 2,3
b. Demonstrate ownership of appropriate vocabulary effectively using a word in different modes and for different purposes. (L)	document did not have a PI to describe vocabulary development to this extent of understanding.					
c. Determine the meaning of unknown words by analyzing the context in which they are used, using reference sources, and applying knowledge of word parts and their meanings.	Yes	Yes, Both documents expect students to use a variety of sources and knowledge to determine the meaning of unknown words.	The 2007 document expects students to analyze the context in which the words are used, to use their knowledge of word parts and their meanings, and to use reference sources when determining the meaning of an	1997 9-12 Grade Span PI s A6,7,8	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 2,3
d. Pronounce and recognize foreign words, tier 3 words across all content areas, and specific literary terms to enhance comprehension of complex texts.	Partial, the 2007 document has a specificity not found in the 1997 document.	Yes, Both documents expect students to use a variety of sources and knowledge to determine the meaning of unknown words.	The language of the 2007 document expects students to use the correct pronunciation of non-English words recognized in a text, to recognize and pronounce correctly other content area terms referred to as tier 3 words, and to recognize and pronounce literary	1997 Grade Span 9-12 PI s A6,7,8	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 2,3

e. Fluently and accurately read text using appropriate pacing, phrasing, intonation and expression. (L)	Yes, But at a different grade span.	expect students to read fluently but the specific language in a PI is not found after Grade Span 3-4 in the 1997 document.	The language of the 2007 descriptor expects students to read texts fluently and accurately.	1997 Grade Span 3-4 PI A5	No, The connection is to the 1997 3-4 Grade Span	Levels 1-5
A2 Literary Texts						
PK-2 PERFORMANCE INDICATOR						
Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity.	Partial, The 1997 document seems to focus primarily on stories at this grade span.	Partial, The 2007 document includes an expectation about text complexity.	The language of the 2007 descriptor includes fiction, nonfiction, drama, and poetry.	1997 Grade Span PK-2 Content Standard B	Yes, Since the connection is at the content standard level and PK-2 is one of the grades spans in the 1997 document, the connection is at the PK-2	Levels 1-6
a. Identify and describe settings and characters.	Partial, The 1997 PI is more broad in focus.	Yes, One component of understanding the basic plot of simple stories is to identify and describe setting.	The language of the 2007 descriptor focuses on identifying and describing settings and	1997 Grade Span PK-2 PI B1	Yes, PK-2	2-Comprehend
b. Retell the sequence of events and include essential details.	Yes	Yes, Retelling of the sequence of events and the essential details is one way of demonstrating an understanding of basic plot.	The 2007 descriptor expects a retelling of the sequence of events including essential details.	1997 Grade Span PK-2 PI B1	Yes, PK-2	2-Comprehend
c. Answer questions about information found directly in the text.	Yes	Yes, Both documents expect students to demonstrate they understand the basic plot of a text.	The 2007 descriptor can be applied to any type of literary texts.	1997 Grade Span PK-2 PI B1	Yes, PK-2	2-Comprehend
d. Read dramatic scripts with support.	Yes, But at a different grade span.	The 1997 Grade Span 5-8 has language that is open enough to encompass dramatic scripts.	The 2007 descriptor expects a foundation of learning about dramatic scripts begins forming in the PK-2 grade span.	1997 Grade Span 5-8 PI B8	No, The connection is found at the 1997 5-8 Grade Span.	Levels 1-6
e. Read a variety of poems with support.	Yes, But at a different grade span.	The 1997 Grade Span 5-8 has language that encompasses poetry.	The 2007 descriptor expects a foundation of learning about poetry begins forming in the PK-2 grade	1997 Grade Span 5-8 PI B8	No, The connection is found at the 1997 5-8 Grade Span.	Levels 1-6

Crosswalk - ELA 2007-1997

GRADE 3 PERFORMANCE INDICATOR						
Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity.	Yes	document does not articulate expectations about drama and poetry until the 5-8 grade span. Although the openness of the 1997 PI has allowed room for interpretation for poetry to be	The 2007 descriptor specifically articulates fiction, nonfiction, drama, and poetry.	1997 3-4 Grade Span PI s B10 and B11	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	Levels 1-6
a. Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Partial, The 1997 document extends the expectation to a text to self connection.	Partial, Both documents expect students to use the actions and words of characters to help understand the character.	expects students to understand characters by using the actions and words of characters and how the author or illustrator portrays	1997 Grade Span 3-4 PI B2	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	Levels 2,6
b. Explain the basic plots of classic fairy tales, myths, folktales, legends, and fables identifying the problem and solution.	Yes	Yes	the 2007 descriptor is more precise in its expectation of comprehension of the basic plot by including identifying the problem and solution.	1997 Grade Span 3-4 PI B9	No, in the 2007 document the grade span configuration is 3-5 rather than 3-4.	2-Comprehend
c. Identify the speaker in a selection to aid comprehension.	Yes	Yes, the language of the 1997 PI s are so broad that identifying the speaker is subsumed in the language of the PI s.	clearly articulates an expectation for students to identify the speaker in a selection to aid	1997 3-4 Grade Span PI s B10 and B11	No, in the 2007 document the grade span configuration is 3-5 rather	Levels 1-6
d. Identify and explain literary devices (L), including similes and exaggeration, to understand the text.	Yes	Yes, Both documents expect students to understand the literary devices used in a text.	expects students to understand how literary devices are used in a text well enough to explain them, especially similes and	1997 3-4 Grade Span PI s B10 and B11	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	Levels 1-6
e. Recognize themes that are explicitly stated in texts to aid comprehension.	Yes	Yes, Both documents expect students to understand the themes. However, the 2007 descriptor expects the theme to be explicitly stated in the text.	can require sophisticated reasoning so the 2007 descriptor for grade 3 expects students to recognize the theme when it is explicitly stated in texts to aid	1997 Grade Span 3-4 PI B12	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	2-Comprehend
f. Explain why poems are different from other kinds of fiction.	Partial, but at a different grade span.	The 1997 Grade Span 5-8 has language that encompasses poetry.	the 2007 descriptor expects students will know why poems are different from other kinds of fiction.	1997 Grade Span 5-8 PI B8	No, the connection can be found at the 1997 5-8 Grade Span.	Levels 1-6

GRADE 4 PERFORMANCE INDICATOR						
Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity.	Yes	document does not articulate expectations about drama and poetry until the 5-8 grade span. Although the openness of the 1997 PI has allowed room for interpretation for poetry to be	The 2007 descriptor specifically articulates fiction, nonfiction, drama, and poetry.	1997 3-4 Grade Span PI s B10 and B11	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 1-6
a. Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.	Yes	Yes, Both documents expect students to draw conclusions about characters.	The 2007 descriptor provides the parameters of knowledge of the situation, setting, and a character's traits, motivations, and feelings as anchors for drawing conclusions about a character's motives and the consequences of the	1997 Grade Span 3-4 PI B6	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	4-Analysis
b. Identify the main events of the plot (including their causes and the effects of events on future actions) and the major theme/s.	Yes	Yes, Both documents expect students to identify the main events of the plot and the major theme (s).	expects students to understand how the causes and the effects of the main events contribute to future actions as well as identifying the major theme(s)).	1997 Grade Span 3-4 PI s B9 and B12	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	2-Comprehend
c. Define "Narrator" and identify the narrator of a story.	Partial, the 1997 PI is so broad that identifying the narrator is subsumed	Partial, To be able to identify the narrator, a student must understand the role a narrator plays.	The 2007 descriptor also expects students will be able to define "narrator".	1997 Grade Span PI s B10 and B11	No, in the 2007 document, the grade span configuration is 3-5 rather	Levels 1-6
d. Identify and describe the effect of common literary devices on the reader, including figurative language and symbolism, to understand the text.	Yes	Yes, Both documents expect students to identify and understand literary devices.	also expects students to describe the effect common literary devices including figurative language and symbolism have on the reader.	1997 Grade Span 3-4 PI s B10 and B11	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 1-6
e. Explain the theme/s of a literary work.	Yes	Yes, Both documents expect students to understand the theme(s)) of a literary work.	the 2007 descriptor expects students to be able to demonstrate their understanding by explaining the theme(s)) of a literary	1997 Grade Span 3-4 PI s B10 and B11	No, in the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 1-6

Crosswalk - ELA 2007-1997

f. Identify rhyme, rhythm, alliteration, and onomatopoeia in poetry to aid comprehension.	Yes	Yes, The 1997 PI 's expectations of interpreting fiction are so broad that the literary devices listed in the 2007 descriptor are subsumed.	expects students to be able to identify rhyme, rhythm, alliteration, and onomatopoeia in poetry as aids to comprehending the	1997 Grade Span 3-4 PI B10	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 1-6
GRADE 5 PERFORMANCE INDICATOR						
Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity.	Yes	Yes	The 2007 descriptor specifically articulates fiction, nonfiction, drama, and poetry.	1997 Grade Span 5-8 PI s B8 and B9	No, in the 2007 document, the grade span configuration is 6-8 rather	Levels 1-6
a. Make inferences about characters' actions and explain how their behaviors affect the plot and/or theme.	language of the 1997 PI s are so broad that this 2007 descriptor can be subsumed within them.	Yes, Both documents expect students to make inferences about characters, plot, and theme.	The 2007 descriptor expects students to be able to explain how characters' actions affect the plot and/or theme.	1997 Grade Span 5-8 PI s B8 and B9	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6
b. Summarize texts and select representative passages for support to identify the main problem or conflict and explain how it is resolved.	Yes	Yes	2007 descriptor narrows the focus of the summary to identifying the main problem or conflict and explaining how it is resolved.	1997 Grade Span 5-8 PI A7	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2,4,5
c. Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.	Partial, The 1997 PI language is so broad that identifying the narrator in a selection and identifying whether the narrator is a character involved in the	Yes, With comprehension as the goal in both documents, identifying the speaker or narrator in a selection and telling whether the speaker or narrator is a character involved in the story contributes to understanding the	The language of the 2007 descriptor recognizes the importance of understanding who the narrator or speaker is in a selection and understanding the role of the speaker or narrator in a story as aids to	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
d. Identify and define the function of figurative language, diction, and the use of literary devices including symbolism, to understand the text.	PI does not specifically expect that the function of figurative language and diction be defined.	Yes, Both documents expect students to understand figurative language and literary devices.	The language of the 2007 descriptor expects students to define the function of diction or figurative language as an aid to comprehension.	1997 Grade Span 5-8 PI B8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6
e. Understand that theme refers to the central ideas or meaning of a selection and identify themes whether they are implied or stated directly.	Yes	Yes	the 2007 descriptor expects students to identify themes in text whether the theme(s)) are implied or stated directly.	1997 Grade Span 5-8 PI B13	No, in the 2007 document, the grade span configuration is 6-8 rather	4-Analysis

Crosswalk - ELA 2007-1997

f. Identify and describe the function of common literary devices including simile, alliteration, idioms, simple metaphors, and imagery in poetry.	Yes	Yes	The 2007 descriptor includes the expectation that students state the function of common literary devices in poetry.	1997 Grade Span 5-8 PI B6	Not in the 2007 document, the grade span configuration is 6-8 rather than 5-8.	1-Knowledge
GRADE 6 PERFORMANCE INDICATOR						
Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity, and analyze the characteristics noting how structural features and common literary devices help shape the reader's response.	Yes, the language of the 1997 PI s are so broad it can be assumed that the analysis of how structural features and common literary devices shape the reader's response could be included in	Yes, Both documents expect students to apply effective strategies to the reading and interpretation of literary texts.	The language of the 2007 PI specifically identifies fiction, nonfiction, drama, and poetry as the types of literary texts.	1997 Grade Span 5-8 PI s B8 and B9	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	Levels 1-6
a. Describe external and internal conflicts of the characters and its effect on the plot.	Yes	Yes, Both documents expect students to understand the conflict in the story.	2007 descriptor expects students to describe the external and internal conflicts of characters and the effect they have on the plot.	1997 Grade Span 5-8 PI B7	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	1-Knowledge
b. Analyze the influence of the setting on the problem and its resolution.	1997 PI expects students to recognize complex elements of	Yes, Both documents expect students to understand the role the setting has in the story.	The 2007 descriptor expects students to analyze the influence the setting has on the problem and its resolution.	1997 Grade Span 5-8 PI B7	2007 document, the grade span configuration is 6-8 rather than 5-8	1-Knowledge
c. Explain the difference between first-person and third-person narration.	1997 PI is so broad that literary point of view could be measured by the PI.	Knowing the difference between first-person and third-person narration are important as aids to comprehending a text.	The 2007 descriptor expects students to be able to explain the difference between first-person and third-person narration.	1997 Grade Span 5-8 PI A8	Not in the 2007 document, the grade span configuration is 6-8 rather than 5-8	Levels 1-6
d. Explain the effects of common literary devices (L), including imagery, symbolism, or metaphors in a variety of fictional and literary nonfiction texts, to understand the text.	Partial, Both documents expect students to recognize the use of common literary devices.	document expects students to go beyond recognizing the literary devices to understanding the effects of these common literary devices.	The 2007 descriptor expects students to explain the effects of common literary devices used in the text.	1997 Grade Span 5-8 PI B6	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	1-Knowledge

Crosswalk - ELA 2007-1997

e. Determine the theme of a selection, whether implied or stated directly.	Yes	Yes	The 2007 descriptor expects students to identify themes in text whether the theme(s) are implied or stated directly.	1997 Grade Span 5-8 PI B13	No, in the 2007 document, the grade span configuration is 6-8 rather	4-Analysis
f. Identify how meaning is conveyed in poetry through figurative language, rhythm, alliteration, and rhyme.	Yes	Yes	expects students to analyze how figurative language, rhythm, alliteration, and rhyme used in a poem contribute to understanding the poem.	1997 Grade Span 5-8 PI B8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	Levels 1-6
GRADE 7 PERFORMANCE INDICATOR						
Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity, and analyze the characteristics noting how structural features and common literary devices help shape the reader's response.	Yes, the language of the 1997 PI s are so broad it can be assumed that the analysis of how structural features and common literary devices shape the reader's response could	Yes, Both documents expect students to apply effective strategies to the reading and interpretation of literary texts.	The language of the 2007 PI specifically identifies fiction, nonfiction, drama, and poetry as the types of literary texts.	1997 Grade Span 5-8 PI s B8 and B9	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6
a. Analyze an author's characterization techniques including the character's thoughts, words, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	Partial, The language of the 1997 PI is broad and analysis of an author's characterization techniques could be considered an effective strategy for	The 2007 descriptor expects students to analyze what they know about characters and how they know what they know about the characters.	The 2007 descriptor expects students to analyze characterization techniques, including the character's thoughts, words, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	1997 Grade Span 5-8 PI B8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6
b. Identify events that advance the plot and determine how each event explains past or present action or foreshadows future action.	Yes	Yes, Both documents expect students to apply effective strategies to the reading and interpretation of literary texts.	expects students to understand the impact events have on advancing the plot and which events contribute to past or present action or foreshadow future action.	1997 Grade Span 5-8 PI B8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6

Crosswalk - ELA 2007-1997

c. Contrast points of view including first person, third person, limited and omniscient in a literary text.	1997 PI is so broad that literary point of view could be measured by the PI.	Understanding the different types of literary point of view is critical to understanding from which point of view a story is told.	The 2007 descriptor expects students to contrast points of view.	1997 Grade Span 5-8 PI A8	2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6
d. Identify the relationship between the use of literary devices and a writer's style to understand the text.	language of the 1997 PI s are broad and could measure the relationship between the use of literary devices and a writer's style.	Understanding a writer's style contributes to comprehending the texts the author writes.	The 2007 descriptor expects students to identify the relationship between the use of literary devices and a writer's style as aids in comprehension.	1997 Grade Span 5-8 PI s B8 and B9	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6
e. Compare how similar themes are presented in different works.	Yes	Yes, Both documents expect students to examine the connections among various works.	The 2007 descriptor expects students to compare how similar themes are presented in different works.	1997 Grade Span 5-8 PI B12	No, in the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 4,5
f. Identify how meaning is conveyed in poetry through word choice, sentence structure, line length, and punctuation.	Yes	Yes	expects students to analyze how word choice, sentence structure, line length, and punctuation contribute to a poem's meaning.	1997 Grade Span 5-8 PI B8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6
GRADE 8 PERFORMANCE INDICATOR						
Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity, and analyze the characteristics, noting how structural features and common literary devices help shape the reader's response.	Yes, the language of the 1997 PI s are so broad it can be assumed that the analysis of how structural features and common literary devices shape the reader's response could be included in	Yes, Both documents expect students to apply effective strategies to the reading and interpretation of literary texts.	The language of the 2007 PI specifically identifies fiction, nonfiction, drama, and poetry as the types of literary texts.	1997 Grade Span 5-8 PI s B8 and B9	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6

Crosswalk - ELA 2007-1997

a. Analyze the effect of the qualities of a character on the plot and on the resolution of the conflict.	Yes, The language of the 1997 PI s are so broad it can be assumed that the analysis of how a character's qualities could be included in the interpretation	Yes, Both documents expect students to understand the relationship among complex elements of plot.	The 2007 language expects students to analyze the effect the qualities of a character have on the plot and on the resolution of the conflict.	1997 Grade Span 5-8 PI B8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6
b. Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.	Partial, The 1997 PI expects students to recognize complex elements of plot.	Partial, The 2007 descriptor expects students to evaluate the effectiveness of the plot.	expects students to evaluate the structural elements of the plot; the development of the plot; and the way in which conflicts are (or are not) addressed	1997 Grade Span 5-8 PI B7	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	1-Knowledge
c. Explain how different points of view can affect the overall theme of the work.	Yes, The 1997 PI is so broad that how different points of view affect the overall theme of the work could be an effective strategy when	Yes, Both documents strive for deep understanding of the texts.	The 2007 descriptor expects students to explain how different points of view can affect the overall theme of the work.	1997 Grade Span 5-8 PI B8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6
d. Analyze the literary devices that define a writer's style and use those elements to interpret the text.	language of the 1997 PI s are broad and could measure the relationship between the use of literary devices and a writer's style.	Understanding a writer's style contributes to comprehending the texts the author writes.	The 2007 descriptor expects students to analyze the literary devices that define a writer's style and use this understanding to comprehend texts written by the author.	1997 Grade Span 5-8 PI s B8 and B9	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6
e. Identify and analyze recurring themes that appear frequently across traditional and contemporary works.	Yes	Yes, Both documents expect students to identify and analyze themes across various works.	The 2007 descriptor expects students to identify and analyze recurring themes that frequently appear across traditional and contemporary works.	1997 Grade Span 5-8 PI B12	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 4-5

Crosswalk - ELA 2007-1997

f. Describe the use of diction, figurative language, repetition, rhyme and tone to convey meaning in poetry.	Yes	Yes	The 2007 descriptor expects students to analyze the how diction, figurative language, repetition, rhyme, and tone are used to convey meaning so they can describe how these literary devices contribute to	1997 Grade Span 5-8 PI B8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 1-6
9-Diploma PERFORMANCE INDICATOR						
Students read text, within a grade appropriate span of text complexity, and present analyses of fiction, nonfiction, drama, and poetry, using excerpts from the text to defend their assertions.	Partial, The 2007 PI has a more defined role for reading and interpreting literary texts.	Partial, The 2007 PI clearly articulates students prepare an analysis with assertions that are defended.	The 2007 document clearly states the expectation that excerpts from the text are used to defend assertions.	1997 Grade Span 9-12 PI s B7 and B8	No, in the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 1-6
a. Analyze the difference between first- and third-person narration and the effect of point of view on a reader's interpretation of a text.	Partial, The 1997 PI is so broad that literary point of view could be measured by the PI.	literary point of view can affect the way elements of plot are portrayed and therefore have an impact on the reader's interpretation of the text is important knowledge for students to have when	expects students to know the difference between first- and third- person narration and to understand the effect point of view can have on a reader's interpretation of a text.	1997 Grade Span 9-12 PI s B7 and B8	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 1-6
b. Evaluate the theme or themes, whether explicitly stated or implied, in a literary text.	Yes	Yes	focused on the evaluation of the theme or themes whether they are explicitly stated or implied in a literary	1997 Grade Span 9-12 PI B11	2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 4-6
c. Identify and compare and analyze recurring themes across works.	Yes, but at a lower grade span	Yes, both documents expect students to identify and analyze themes across various works.	The 2007 descriptor expects students to identify, compare, and analyze recurring themes across works.	1997 Grade Span 5-8 PI B12	No, The connection is at the 1997 5-8 grade span.	Levels 4,5
d. Analyze external and internal conflicts of characters.	Partial, the actions and interactions of characters can be revealed through external and internal conflicts of characters.	Partial, The 1997 PI expects students to identify the simple and complex actions and interactions of main and subordinate characters	The 2007 descriptor increases the cognitive demand by requiring students analyze the external and internal conflicts of characters.	1997 Grade Span 9-12 PI B2	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 2,4
e. Determine the effects of common literary devices on the style and tone of a text.	Yes	Yes, both documents expect students to analyze the effect common literary devices have on a work.	The 2007 descriptor focuses the analysis to the effect common literary devices have on the tone and style of a text.	1997 Grade Span 9-12 PI B5	No, in the 2007 document, the grade span configuration is 9-D rather	Levels 1,4

f. Analyze how meaning is conveyed in poetry through diction, figurative language, repetition, and rhyme.	Yes	Yes	focuses the interpretation of poetry on how diction, figurative language, repetition, and rhyme help convey meaning in poetry.	1997 Grade Span 9-12 B5	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 1,4
g. Compare types of poetry. (L)	Partial, The 2007 PI is so broad that comparing types of poetry could be considered a strategy for interpreting fiction.	Partial, The more students understand about different types of poetry the more information they will have to help with comprehending poetry.	The 2007 descriptor requires students to compare types of poetry but is not clear about the purpose of the comparison.	1997 Grade Span 9-12 PI B7	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 1-6
A3 Informational Texts						
PK-2 PERFORMANCE INDICATOR						
Students read informational texts, within a grade appropriate span of text complexity, for different purposes.	Partial, The 1997 document expects students to apply reading, listening, and viewing strategies to informational texts while the 2007 expects reading only within the reading standard and places listening and viewing in other 2007 content standards (i.e., Listening and	Partial, The 2007 document includes an expectation about text complexity.	The 2007 PI expects students will read informational texts for different purposes.	1997 Content Standard D	Yes, Since the connection into 1997 CS D, Informational Texts, the connection applies across the grade spans.	Levels 1-6
a. Ask and answer relevant questions.	Yes, but at a higher grade span.	Yes, The language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of the 1997 PI.	clearly states an expectation that students will interact with text so they are able to ask and answer relevant	1997 Grade Span 3-4, PI D3	No, The connection is at the 1997 3-4 Grade Span	Levels 2,3,4
b. Restate facts from the text.	Yes	demonstrating understanding of the main idea of simple expository information is to restate facts from the text.	The 2007 descriptor expects students to restate facts from the text.	1997 Grade Span PK-2 PI D1	Yes, Pk-2	2-Comprehend

Crosswalk - ELA 2007-1997

c. Follow one and two step written instructions.	Yes, but at a higher grade span.	Yes, The language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of the 1997 PI.	Following one and two step written instructions is one example of a purpose for reading informational texts.	1997 Grade Span 3-4 PI D3	No, The connection is at the 1997 3-4 Grade Span	Levels 2,3,4
GRADE 3 PERFORMANCE INDICATOR						
Students read and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.	Partial, The 1997 document expects students to apply reading, listening, and viewing strategies to informational texts while the 2007 expects reading only within the reading standard and places listening and viewing in other 2007 content standards (i.e., Listening and	Partial, The 2007 document includes an expectation about text complexity.	The 2007 PI expects students to read and understand informational texts well enough to summarize the content.	1997 Grade Span 3-4 PI s D2, D4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,4,5
a. Generate questions, with support, that can be answered using text features and information found within the text.	Yes, The language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of the 1997 PI.	Yes, Generating questions that can be answered by using text features and information found within the text can be one way of demonstrating comprehension of the text.	The 2007 descriptor expects students to understand the content of the informational text well enough to be able to generate questions (with support from others) that can be answered using text features and	1997 Grade Span 3-4 PI s D3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,3,4
b. Use organizational text features including titles, tables of contents, chapter headings, a glossary, or an index to locate information.	Yes	1997 PI s expects students to use the chapter and section headings, topic sentences, and summary sentences to construct the main ideas which is beyond	The 2007 descriptor expects students to locate information in a text by using the organizational text features.	1997 Grade Span 3-4 PI s D1, D2	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,3

c. Demonstrate understanding by identifying answers in the text.	Partial, One way to demonstrate understanding is to use the information contained in chapter and section headings, topic sentences, and summary sentences to construct the	Yes, Both documents expect students to demonstrate understanding of the informational texts they read.	The 2007 descriptor is broad enough to allow for many ways for students to demonstrate understanding by identifying answers in the text.	1997 Grade Span 3-4 PI D1	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,3
d. Make and refine predictions about ideas in the text while reading.	language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of	Making and refining predictions about ideas in the text while reading serves the purpose of monitoring comprehension while reading.	expects students to monitor their comprehension while reading by making and refining predictions about ideas in the text.	1997 Grade Span 3-4 PI D 3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,3,4
e. Follow simple two or three step written directions.	language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of	Following two and three step written instructions is one example of a purpose for reading informational texts.	The 2007 descriptor expects students to follow simple two or three step written directions.	1997 Grade Span 3-4 PI D 3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,3,4
GRADE 4 PERFORMANCE INDICATOR						
Students read, paraphrase, and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.	1997 PI expects students to summarize texts without recognizing that as texts become more sophisticated, students may need to paraphrase all or parts of the texts before they will be able to gain a more global	Partial, The 2007 PI recognizes that as the text grows in sophistication, students may need to first put the content of a text in their own words while taking notes before they will be able to summarize the text.	The 2007 PI expects students will be able to paraphrase text as well as be able to summarize texts at a grade appropriate span of text complexity.	1997 Grade Span 3-4 PI s D2, D4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,4,5

Crosswalk - ELA 2007-1997

a. Create questions that can be answered by the text using text features and information found within the text.	Yes, The language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of the 1997 PI.	questions that can be answered by using text features and information found within the text can be one way of demonstrating comprehension of the	expects students will understand the text well enough to create questions that can be answered using the text features and information found within the text.	1997 Grade Span 3-4 PI s D3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2, 4, 5
b. Use organizational text features including headings and sub-headings, bullets, and bold face to aid comprehension.	Yes	Yes, Both documents expect students to use text features as aids to comprehending the text.	The 2007 descriptor expects students will use text features to construct meaning from the text.	1997 Grade Span 3-4 PI s D1, D2	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,3
c. Identify the main idea and details from the text to support the main idea.	Partial, The 1997 PI expects students to construct the main idea from the chapter and section headings, topic sentences, and summary	Partial, The 2007 descriptor expects students to identify the main idea and its supporting details which can be at a lower cognitive demand than constructing the main idea.	The 2007 descriptor describes a scaffold step towards the 2007 PI of summarizing text.	1997 Grade Span 3-4 PI D1	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,3
d. Draw conclusions about ideas as they are presented in the text.	language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of	Yes, Drawing conclusions about ideas in a text serves the purpose of monitoring comprehension while reading.	The 2007 descriptor expects students to draw conclusions about ideas as they are presented in the text.	1997 Grade Span 3-4 PI D3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,3,4
e. Follow four or more multiple step written instructions.	language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of	Following four or more multiple step written instructions is one example of a purpose for reading informational texts.	The 2007 descriptor expects students to follow four or more multiple step written directions.	1997 Grade Span 3-4 PI D 3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,3,4
GRADE 5 PERFORMANCE INDICATOR						

Students read, paraphrase, and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.	1997 PI expects students to summarize texts without recognizing that as texts become more sophisticated, students may need to paraphrase all or parts of the texts before they will be able to gain a more global	Partial, The 2007 PI recognizes that as the text grows in sophistication, students may need to first put the content of a text in their own words while taking notes before they will be able to summarize the text.	The 2007 PI expects students will be able to paraphrase text as well as be able to summarize texts at a grade appropriate span of text complexity.	1997 Grade Span 3-4 PI D4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 2,4,5
a. Create and revise questions that can be answered by using text features and information found within the text.	Yes, The language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of the 1997 PI.	revising questions that can be answered by using text features and information found within the text can be one way of demonstrating comprehension of the text.	expects students to revise any questions they have created to ensure that all questions can be answered by using text features and information found within the text.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
b. Use text features including diagrams, illustrations, charts and maps to aid comprehension.	1997 PI expects students to use text features including diagrams, illustrations, charts, and maps to aid	Partial, The 2007 document expects students to do more than locate information using text features.	The 2007 document expects students to use text features to construct meaning.	1997 Grade Span 5-8 PI D8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3- Application
c. State the main ideas presented in texts and use evidence from the text to support those ideas.	Yes, but at a lower grade span	and section headings, topic sentences, and summary sentences is one strategy leading to stating the main ideas and their supporting details found in text.	The 2007 descriptor expects students to state the main ideas presented in texts and use evidence from the text to support those ideas.	1997 Grade Span 3-4 PI D1	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 2,3
d. Distinguish between facts and opinions in text.	Yes, but at a higher grade span	Yes, Both documents expect students to be able to distinguish between facts and opinions.	The language is close between this 2007 descriptor and the 1997 Grade Span 9-12 PI.	1997 Grade Span 9-12 PI D2	No, The connection is at the 1997 Grade Span 9-12 .	4-Analysis

Crosswalk - ELA 2007-1997

e. Follow multiple step instructions related to a content area text within a grade appropriate span of text complexity.	language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of	Following multiple step instructions is one example of a purpose for reading informational texts.	expects students to be able to read content area text within a grade appropriate span of text complexity and to follow multiple step	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
GRADE 6 PERFORMANCE INDICATOR						
Students read various informational texts, within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the text structures affect the information presented.	the 2007 document expresses the expectation that students will read text within a grade appropriate span of text complexity.	Yes, Both documents expect students to be critical users of information found in informational texts.	students to make decisions about the usefulness of the information based on their purpose for seeking the information and to note how the text structures affect the information	1997 Content Standard D	Yes, Since the connection is at the content standard level, it applies across all grade spans.	Levels 1-6
a. Create and revise questions that can be answered by using text structures and information found within texts.	Yes, The language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of the 1997 PI.	revising questions that can be answered by using text features and information found within the text can be one way of demonstrating comprehension of the text.	expects students to revise any questions they have created to ensure that all questions can be answered by using text features and information found within the text.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	Levels 2-6
b. Identify the text structures of informational publications including newspapers, magazines, and online sources and use them to obtain information.	Partial, It is unclear in the 1997 PI if the ways texts are organized is by text features or text structures.	Partial, The 2007 document has a glossary which defines text structures.	expects students to recognize the text structures used in informational sources and to use this information to obtain information from the sources.	1997 Grade Span 5-8 PI D4	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	1-Knowledge
c. Identify and trace the development of an author's argument, point of view, or perspective to aid comprehension.	Partial, The 1997 PI s expects students to identify the author's purpose and point of view when reading expository information and	Partial, It is unclear in the 1997 PI if following an argument means tracing the development of an author's argument.	The 2007 descriptor expects students to comprehend deeply what they read by tracing the development of an author's argument, point of view, or perspective.	1997 Grade Span 5-8 PI D3,A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	Levels 2-6

Crosswalk - ELA 2007-1997

d. Make reasonable statements and conclusions about the text and support them with evidence from the text.	Partial, The 1997 PI is at a higher level of cognitive demand.	generalizations means the student must understand the global message of the text in order to create overarching statements of truth or	expects students to make reasonable statements and conclusions about the text and support them with evidence from the text.	1997 Grade Span 5-8 PI D5	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	5-Synthesis
e. Follow multiple step instructions related to a content area text or technical manual within a grade appropriate span of text complexity.	language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of the 1997 PI.	Following multiple step instructions is one example of a purpose for reading informational texts.	expects students to be able to read content area text or technical manuals within a grade appropriate span of text complexity and to follow multiple step	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
GRADE 7 PERFORMANCE INDICATOR						
Students read various informational texts, within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the text structures affect the information presented.	the 2007 document expresses the expectation that students will read text within a grade appropriate span of text complexity.	Yes, Both documents expect students to be critical users of information found in informational texts.	students to make decisions about the usefulness of the information based on their purpose for seeking the information and to note how the text structures affect the information	1997 Content Standard D	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	Levels 1-6
a. Create and revise questions that can be answered by using text structures and information found within texts.	Yes, The language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of the 1997 PI.	revising questions that can be answered by using text features and information found within the text can be one way of demonstrating comprehension of the text.	expects students to revise any questions they have created to ensure that all questions can be answered by using text features and information found within the text.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	Levels 2-6
b. Analyze the amount of coverage and organization of ideas in varied informational materials.	Partial, The 1997 PI expects students to identify different ways in which informational texts are organized.	The 2007 descriptor is intended to be a prerequisite step before a student can achieve the 2007 Grade 7 PI A3. It is unclear in the language in the 1997 PI why the student is expected to identify different ways in which informational texts are	The 2007 descriptor expects students to analyze the amount of coverage and organization of ideas in varied informational materials in preparation for determining the usefulness of the information for their purposes and to note	1997 Grade Span 5-8 PI D4	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	1-Knowledge

Crosswalk - ELA 2007-1997

c. Draw conclusions about a text, and support them with evidence from the text.	Partial, The 1997 PI is at a higher level of cognitive demand.	generalizations means the student must understand the global picture of the text in order to create overarching statements of truth or	The 2007 descriptor expects students to draw conclusions about a text and support them with evidence from the text.	1997 Grade Span 5-8 PI D5	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	5-Synthesis
d. Compare information on the same topic in several passages or articles from different texts.	Partial, The 1997 PI expects students to identify complex structures in informational texts and the relationship between the concepts and details in those structures	Both documents expect students to note any relationship between how information is organized and/or presented in varied informational texts and whether the organization or presentation changes the information in any way.	The 2007 document expects students to compare how the same information is organized or presented in several passages or articles from different texts and whether this affects the information in any way.	1997 Grade Span 9-12 PI D4	No, The connection is to the 1997 9-12 Grade Span	Levels 1,4
e. Explain how to use a simple mechanical device by following directions in a technical manual.	Yes, but at a higher grade span.	In order to explain how to use a simple mechanical device by following directions in a technical manual, students will need to analyze and synthesize the directions.	The 2007 descriptor expects students to explain how to use a simple mechanical device by following directions in a technical manual.	1997 Grade Span 9-12 PI D5	No, The connection is to the 1997 9-12 Grade Span	Levels 4,5
GRADE 8 PERFORMANCE INDICATOR						
Students read multiple informational texts, within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the text structures affect the information presented.	the 2007 document expresses the expectation that students will read text within a grade appropriate span of text complexity.	Yes, Both documents expect students to be critical users of information found in informational texts.	students to make decisions about the usefulness of the information based on their purpose for seeking the information and to note how the text structures affect the information	1997 Content Standard D	Yes, Since the connection is to a CS the connection applies across grade spans.	Levels 1-6
a. Create and revise questions that can be answered by using text structures and information found within texts.	Yes, The language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of the 1997 PI.	revising questions that can be answered by using text features and information found within the text can be one way of demonstrating comprehension of the text.	expects students to revise any questions they have created to ensure that all questions can be answered by using text features and information found within the text.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	Levels 2-6

Crosswalk - ELA 2007-1997

b. Analyze differences in the structures and purposes of varied informational materials.	Partial, The 1997 PI expects students to identify complex structures in informational texts and the relationship between the concepts and details in those structures	Both documents expect students to note the relationship between how information is presented in a source and how that presentation affects the information.	The 2007 descriptor expects students to analyze differences in the structure and purposes of varied informational materials to aid in determining if particular sources will be useful for the students' purposes for the information.	1997 Grade Span 9-12 D4	No, The connection is with the 1997 9-12 Grade Span	Levels 1,4
c. Evaluate the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.	1997 PI s expects students to identify the author's purpose and point of view and analyze the effects of each	Yes, Both documents expect students to be critical users of information found in informational texts.	expects students to evaluate the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.	1997 Grade Span 9-12 A3,A4	No, The connection is with the 1997 9-12 Grade Span	4-Analysis
d. Draw conclusions about information from multiple texts and support them with evidence from the texts.	Partial, The 1997 PI is at a higher level of cognitive demand.	generalizations means the student must understand the global picture of the text in order to create overarching statements of truth or	The 2007 descriptor expects students to draw conclusions about a text and support them with evidence from the text.	1997 Grade Span 5-8 PI D5	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	5-Synthesis
e. Follow multiple step instructions to complete an application.	language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of	Following multiple step instructions is one example of a purpose for reading informational texts.	The 2007 descriptor expects students to follow multiple step instructions to complete an application.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	Levels 2-6
9 - Diploma PERFORMANCE INDICATOR						
Students evaluate the validity, truthfulness and usefulness of ideas presented in informational texts, within a grade appropriate span of text complexity, noting how the text features and text structures affect the information presented.	the 2007 document expresses the expectation that students will read text within a grade appropriate span of text complexity.	Yes, Both documents expect students to be critical users of information found in informational texts.	expects students to evaluate the validity, truthfulness and usefulness of ideas presented in informational texts, noting how the text features and text structures affect the information	1997 Content Standard D	Yes, Since the connection is at the CS level, the connection applies across all grade levels.	Levels 1-6

Crosswalk - ELA 2007-1997

a. Evaluate the extent to which the author's conclusions can be logically drawn from the provided evidence.	1997 PI expects students to analyze and synthesize the concepts and detail in informational	The 2007 descriptor builds on the analysis and synthesis of the concepts and details in informational texts to evaluating the extent the author's conclusions.	The 2007 descriptor expects students to evaluate the extent to which the author's conclusions can be logically drawn from the provided evidence.	1997 Grade Span 9-12 PI D5	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 4,5
b. Evaluate the data contained in tables, charts, graphics, etc. for accuracy, credibility, and relevancy.	Partial, The 1997 PI expects students to analyze and synthesize the concepts and detail in informational texts.	builds on the analysis and synthesis of the concepts and details in informational texts to evaluating the data contained in tables, charts, and graphics, etc. for accuracy, credibility, and relevancy.	The 2007 descriptor expects students to evaluate the data contained in tables, charts, graphics, etc. for accuracy, credibility, and relevancy.	1997 Grade Span 9-12 PI D5	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 4,5
A4 Persuasive Texts						
PK-2 PERFORMANCE INDICATOR						
No performance indicator.						
GRADE 3 PERFORMANCE INDICATOR						
Students read persuasive texts, within a grade appropriate span of text complexity, to analyze the persuasive writing.	Partial, The 1997 document did not have a separate content standard for persuasive texts or separate PI s. Coding to 2007 persuasive	Partial, The 2007 PI states expectations for text complexity. The rationale for the 2007 PI is students will acquire a deeper comprehension if they analyze the persuasive writing,	The 2007 PI expects students to read persuasive texts and analyze the persuasive writing.	1997 Grade Span 3-4 PI D3, A3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 1-4
a. Identify the author's purpose.	Yes, but at a higher grade span.	Both documents expect students to identify the author's purpose.	the two documents is close with both documents expecting students to identify the author's purpose.	1997 Grade Span 5-8 PI D3	No, The connection is with the 1997 5-8 Grade Span.	4-Analysis
b. Identify the main idea and supporting details.	1997 document PI expects students to identify the main idea and supporting details through a summary.	Both documents expect students to identify the main idea and supporting details.	The 2007 descriptor does not prescribe the format in which students identify the main idea and supporting details.	1997 Grade Span 3-4 PI D4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 2,4,5
GRADE 4 PERFORMANCE INDICATOR						

Crosswalk - ELA 2007-1997

Students read persuasive texts, within a grade appropriate span of text complexity, to analyze the persuasive writing.	Partial, The 1997 document did not have a separate content standard for persuasive texts or separate PI s. Coding to 2007 persuasive	Partial, The 2007 PI states expectations for text complexity. The rationale for the 2007 PI is students will acquire a deeper comprehension if they analyze the persuasive writing,	The 2007 PI expects students to read persuasive texts and analyze the persuasive writing,	1997 Grade Span 3-4 PI D3, A3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 1,4
a. Identify the central argument.	language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of	Identifying the central argument can be a purpose for reading.	The 2007 descriptor expects students to identify the central argument.	1997 Grade Span 3-4 PI D3, A3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 1,4
b. Identify supporting details for the central argument.	language of the 1997 PI is so broad, this 2007 descriptor easily fits within the parameters of	Identifying the supporting details to the central argument can be a purpose for reading.	The 2007 descriptor expects students to identify the supporting details to the central argument.	1997 Grade Span 3-4 PI D3, A3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 1,4
c. Recognize the difference between facts and opinions.	Partial, The 1997 PI expects students at a higher grade span to distinguish between facts and opinions.	The difference between the two documents is in the cognitive demand of the expectations.	The 2007 descriptor expects students to recognize the difference between facts and opinions.	1997 Grade Span 9-12 PI D2	No, The connection is with the 1997 Grade Span 9-12.	4-Analysis
GRADE 5 PERFORMANCE INDICATOR						
Students read persuasive texts, within a grade appropriate span of text complexity, to analyze the persuasive writing.	Partial, The 1997 document did not have a separate content standard for persuasive texts or separate PI s. Coding to 2007 persuasive	Partial, The 2007 PI states expectations for text complexity. The rationale for the 2007 PI is students will acquire a deeper comprehension if they analyze the persuasive writing,	The 2007 PI expects students to read persuasive texts and analyze the persuasive writing,	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6

Crosswalk - ELA 2007-1997

a. Explicate the central argument by citing supporting evidence from the text.	the 1997 PI is broad and allows for the inclusion of this 2007 descriptor.	Explicating the central argument by citing supporting evidence from the text can be a purpose for reading.	the 2007 descriptor expects students to explicate the central argument by citing supporting evidence from the text.	1997 Grade Span 5-8 PI A8	2007 document, the grade span configuration is 6-8 rather	Levels 2-6
b. Recognize arguments for and against issues.	the 1997 PI is broad and allows for the inclusion of this 2007 descriptor.	Recognizing arguments for and against issues can be a purpose for reading.	The 2007 descriptor expects students to recognize arguments for and against issues.	1997 Grade Span 5-8 PI A8	2007 document, the grade span configuration is 6-8 rather	Levels 2-6
c. Differentiate between facts and opinions.	Yes, but at a higher grade span.	Yes, Both documents expect students to differentiate between facts and opinions.	The language is close between the two documents.	1997 Grade Span 9-12 PI D2	No, the connection is with the 9-12 Grade Span.	4-Analysis
GRADE 6 PERFORMANCE INDICATOR						
Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the text structures and rhetorical devices affect the information and arguments presented in these texts.	Partial, The 1997 document did not have a separate content standard for persuasive texts or separate PI s. Coding to 2007 persuasive	Yes, Both documents expect students to be critical users of information found in texts.	The 2007 PI expects students to evaluate the information in persuasive texts and note how the text structures and rhetorical devices affect the information and arguments presented in these texts.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
a. Recognize organizational patterns of compare/contrast to aid in comprehension.	The 1997 PI is broad and allows for the inclusion of this 2007 descriptor.	Recognizing text structures will help students know how to process information they read and therefore can be a purpose for reading.	expects students to recognize organizational patterns of compare/contrast to support comprehending the	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
b. Identify the author's position or perspective.	Yes	Yes, Both documents expect students to identify the author's purpose and point of view or perspective.	The language is close between the two documents.	1997 Grade Span 5-8 PI A6	No, In the 2007 document, the grade span configuration is 6-8 rather	4-Analysis
c. Distinguish among facts, supported inferences, and opinions.	1997 document expects students to distinguish between facts and opinions at a higher grade span.	Both documents expect students to distinguish between facts and opinions.	The 2007 document also expect students to distinguish among supported inferences, in addition to facts and opinions.	1997 Grade Span 9-12 PI D2	No, The connection with the 1997 9-12 Grade Span.	4-Analysis

Crosswalk - ELA 2007-1997

d. Summarize the author's position or perspective.	Yes	Both documents expect students to summarize texts.	The 2007 descriptor expects students to summarize the author's position or perspective.	1997 Grade Span 5-8 PI A7	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2,4,5
GRADE 7 PERFORMANCE INDICATOR						
Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the text structures and rhetorical devices affect the information and arguments presented in these texts.	Partial, The 1997 document did not have a separate content standard for persuasive texts or separate PI s. Coding to 2007 persuasive	Yes, Both documents expect students to be critical users of information found in texts.	The 2007 PI expects students to evaluate the information in persuasive texts and note how the text structures and rhetorical devices affect the information and arguments presented in these texts.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
a. Recognize organizational patterns of proposition/support and problem/solution to aid in comprehension.	The 1997 PI is broad and allows for the inclusion of this 2007 descriptor.	Recognizing text structures will help students know how to process information they read and therefore can be a purpose for reading.	expects students to recognize the organizational patterns of proposition/support and problem/solution to support	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
b. Identify and use ways to detect bias.	The 1997 PI is broad and allows for the inclusion of this 2007 descriptor.	Identifying and using ways to detect bias can be a purpose for reading.	The 2007 descriptor expects students to identify and use ways to detect bias.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
c. Identify problems with an author's use of figures of speech, logic, or reasoning	The 1997 PI is broad and allows for the inclusion of this 2007 descriptor.	with an author's use of figures of speech, logic, or reasoning can improve comprehension and therefore can be a purpose for reading.	The 2007 descriptor expects students to identify problems with an author's use of figures of speech, logic, or reasoning.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
d. Make reasonable judgments about a text through accurate, supporting evidence.	The 1997 PI is broad and allows for the inclusion of this 2007 descriptor.	judgments about a text through accurate, supporting evidence can deepen comprehension and therefore can be a purpose for reading.	The 2007 descriptor expects students to make reasonable judgments about a text through accurate, supporting evidence.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
GRADE 8 PERFORMANCE INDICATOR						

Crosswalk - ELA 2007-1997

Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the text structures and rhetorical devices affect the information and arguments presented in these texts.	Partial, The 1997 document did not have a separate content standard for persuasive texts or separate PI s. Coding to 2007 persuasive	Yes, Both documents expect students to be critical users of information found in texts.	The 2007 PI expects students to evaluate the information in persuasive texts and note how the text structures and rhetorical devices affect the information and arguments presented in these texts.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
a. Explain how organizational patterns such as compare/contrast, proposition/support, and problem/solution shape an author's argument.	Partial, The 1997 document is broad and allows for the inclusion of this 2007 descriptor.	how organization patterns shape an author's argument lead to deeper understanding of text and therefore can be a purpose for reading.	The 2007 descriptor expects students to analyze how organizational patterns shape an author's argument.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
b. Analyze the author's perspective, noting instances of bias, stereotyping and generalizations.	1997 PI expects students to identify the author's purpose and the author's point of view.	between the two documents is the 2007 descriptor requires analysis beyond determining the author's perspective to looking for instances of bias, stereotyping, and	The 2007 descriptor expects students to analyze the author's perspective, noting instances of bias, stereotyping, and generalizations.	1997 Grade Span 5-8 PI A6	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	4-Analysis
c. Explain instances of propaganda and faulty reasoning.	Partial, The 1997 PI expects students to understand the concept of propaganda.	between the documents is the 2007 descriptor expects students to locate propaganda in a text and explain the propaganda as it is used in the text. The 2007 descriptor also expects students to	The 2007 descriptor expects students to explain instances of propaganda and faulty reasoning in texts.	1997 Grade Span 5-8 PI C5	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	2-Comprehend
d. Evaluate positions presented and take a supported stand.	Partial, The 1997 PI is broad and allows for the inclusion of this 2007 descriptor.	between the two documents is the 2007 descriptor expects students to select a position and support this position after evaluating all	The 2007 descriptor expects students to evaluate position presented and to take a stand.	1997 Grade Span 5-8 PI A8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
9-Diploma PERFORMANCE INDICATORS						

Students evaluate the validity, truthfulness and usefulness of ideas presented in persuasive texts, within a grade appropriate span of text complexity, noting how the text structures and rhetorical devices affect the information and argument (s)) presented.	Partial, The 1997 descriptor expects students to identify the devices an author uses to persuade readers and critique the effectiveness of	Both documents expect students to be critical consumers of information by evaluating how accurate, valid, and useful the author's argument is. The 2007 descriptor states expectations for text complexity not found	The 2007 PI expects students to evaluate the validity, truthfulness and usefulness of ideas presented in persuasive texts, noting how the text structures and rhetorical devices affect the information	1997 Grade Span 9-12 PI A5	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 4,6
a. Evaluate the logic of persuasive texts, noting instances of unsupported inferences and fallacious reasoning.	1997 PI expects students to identify the author's point of view and analyze the effects of that point of view on the text.	expects students to analyze the effects of the author's point of view. The 2007 document carries the expectation further with the expectation for students to evaluate the logic presented in the texts.	The 2007 descriptor expects students to evaluate the logic of persuasive texts, noting instances of unsupported inferences and fallacious reasoning.	1997 Grade Span 9-12 PI A4	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	4-Analysis
b. Identify and describe the effect of figurative language and other rhetorical devices; explain why they do or do not contribute to the overall effectiveness of the argument.	Partial, The 1997 PI expects students to identify devices an author uses to persuade readers and critique the effectiveness of the use of those devices.	Both documents expect students to evaluate how effective the devices used in the texts are in contributing to the development of a strong, supported position.	The 2007 descriptor expects students to identify and describe the effect of figurative language and other rhetorical devices. The students are also expected to evaluate and explain whether or not these devices contribute to the overall effectiveness	1997 Grade Span 9-12 PI A5	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 4,6
c. Recognize and explain the use and abuse in persuasive texts, of forms of nuance such as ambiguity, contradiction, irony and over-or-understatement.	1997 PI expects students to identify devices an author uses to persuade readers and critique the effectiveness of the use of	The 2007 descriptor expects students to analyze whether forms of nuance used in persuasive texts were used effectively.	The 2007 document expects students to recognize and explain the use and abuse of nuance in persuasive texts.	1997 Grade Span 9-12 PI A5	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 4,6
B. <u>WRITING</u>: Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.	2007 document gives separate content standards to writing and speaking.	document clarifies the 1997 content standard language of presenting lines of thought to mean present or analyze an argument.	The 2007 content language succinctly states the purposes for writing.	1997 Content Standard G	No, since the connection is at the content standard level, the connection applies to all grades spans.	Levels 3-5
B1 Interconnected Elements						

Crosswalk - ELA 2007-1997

PK-2 PERFORMANCE INDICATOR						
Students use a writing process to communicate their ideas.	Yes	Yes	The 2007 PI keeps the purpose broad (to communicate) for the application of the writing process and lets the other 2007 writing PI s define a more specific purpose.	1997 Content Standard E	Yes, Since the connection is at the content standard level, the connection applies to the PK-2 grade span.	Levels 3-5
a. Select a focus for writing and develop an idea, including a beginning, middle and end.	Yes	Partial, The intent of this 2007 descriptor can be teased out to a degree from two 1997 writing PI s.	clearly articulates a process of selecting a focus for writing and developing an idea in a format that includes a beginning, middle, and end.	1997 Grade Span PK-2 PI s E1 and G1.	Yes, PK-2	Levels 3-5
b. Respond to clarifying questions and suggested revisions.	1997 document, the expectation that students will respond to feedback from others does not appear until the	Partial, the 1997 document did not clearly articulate a process of writing approach for the PK-2 grade span.	The 2007 descriptor begins to lay the foundational components of conferencing and revising a piece of writing to improve the quality of the writing.	1997 Grade Span 5-8 PI E1	No, The connection can be found at the 5-8 Grade Span.	Levels 4,5
c. Edit, with assistance, for correct grammar, usage, and mechanics	Yes	Yes, Both documents expect students to check their work for correct grammar, usage, and mechanics.	document refers to Edited American English and includes a qualifier that Pk-2 students will edit with assistance.	1997 Grade Span PK-2 F1	Yes, PK-2	4-Analysis
d. Create legible final drafts.	assumed expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated.					
3-5 PERFORMANCE INDICATOR						
Students use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes.	Partial, Writing process language can encompass on-demand settings as one of its purposes.	Yes	The 2007 PI expects students at this grade span will focus on the development of a central idea in their writings for a variety of purposes and audiences.	1997 Content Standard E	No, While the connection can apply to the grade span level, in the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5

Crosswalk - ELA 2007-1997

a. Select a purpose for writing.	Yes	Yes, The 1997 PI captures selecting a purpose for writing in the planning of the writing.	The 2007 descriptor indicates a step in the writing process.	1997 Grade Span 3-4 PI E3	No, in the 2007 document, the grade span configuration is 3-5 rather	Levels 3-5
b. Pre-write using graphic or other structures to organize their ideas.	Yes	Yes, the 1997 PI has been interpreted to include using structures to organize ideas for writing in the planning of the	The 2007 descriptor indicates a step in the writing process.	1997 Grade Span 3-4 PI E3	No, in the 2007 document, the grade span configuration is 3-5 rather	Levels 3-5
c. Establish an organizing structure and maintain a consistent focus.	Yes	been interpreted to mean that a well-written, organized piece would require establishing an organizing structure and maintaining a	The 2007 descriptor indicates a step in the writing process.	1997 Grade Span 3-4 PI E3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
d. Include an introduction and conclusion.	Yes	Yes, the 1997 PI has been interpreted to mean that a well-written, organized piece would include an introduction and a	The 2007 descriptor describes two components in a well-developed piece.	1997 Grade Span 3-4 PI E3	No, in the 2007 document, the grade span configuration is 3-5 rather	Levels 3-5
e. Write coherent paragraphs that have supporting sentences and a concluding sentence.	Yes	been interpreted to mean that a well-written, organized piece would include coherent paragraphs that have supporting sentences and a concluding sentence.	The 2007 descriptor describes components in a well-written piece.	1997 Grade Span 3-4 PI E3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
f. Revise original drafts to improve coherence, provide better descriptive details, and to convey voice.	Yes	Yes, The 1997 PI articulates the importance of revising in the quest for a well-written piece.	The 2007 descriptor articulates a purpose for revising that is in agreement with the 1997 PI.	1997 Grade Span 3-4 PI E3	No, in the 2007 document, the grade span configuration is 3-5 rather	Levels 3-5
g. Edit for correct grammar, usage and mechanics.	Yes	Yes, Both documents expect students to check their work for correct grammar, usage, and mechanics.	The 2007 document refers to Edited American English rather than Standard English conventions.	1997 Grade Span 3-4 PI F1	No, in the 2007 document, the grade span configuration is 3-5 rather	4-Analysis

h. Create legible final drafts.		While an assumed expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated.				
6-8 PERFORMANCE INDICATOR						
Students use a writing process to communicate for a variety of audiences and purposes.	Partial, Writing process language can encompass on-demand settings as one of its purposes.	Yes	The 2007 PI keeps the purpose broad (to communicate) for the application of the writing process and lets the other 2007 writing PI s define a more specific purpose.	1997 Content Standard E	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
a. Determine a purpose for writing.	Yes	Yes, The 1997 PI language of planning would involve determining a purpose for writing.	The 2007 descriptor indicates a step in the writing process.	1997 Grade Span 6-8 PI E2	No, in the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
b. Decide which information to include to achieve the desired purpose.	Yes	language of drafting and revising would include deciding which information to include to achieve the desired purpose.	The 2007 descriptor indicates a step in the writing process.	1997 Grade Span 6-8 PI E2	No, in the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
c. Revise drafts to improve focus and effect and voice, incorporating when appropriate peer feedback.	Yes	the 1997 PI articulates an expectation to use direct feedback from peers and teachers to revise and polish the content of finished	The 2007 descriptor qualifies that the writer decides when it is appropriate to incorporate peer feedback.	1997 Grade Span 6-8 PI E1	No, in the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
d. Edit for correct grammar, usage and mechanics.	Yes	Yes, Both documents expect students to check their work for correct grammar, usage, and mechanics.	The 2007 document refers to Edited American English rather than Standard English conventions.	1997 Grade Span 6-8 PI F1	No, in the 2007 document, the grade span configuration is 6-8 rather than 5-8.	4-Analysis
e. Create writing to achieve a specific purpose. (L)	Yes	Yes		1997 Content Standard E	No, in the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5

f. Create legible final drafts.	assumed expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated.					
9-Diploma PERFORMANCE INDICATOR						
Students use a writing process to develop an appropriate genre, exhibiting an explicit organizational structure, perspective and style to communicate with target audiences for specific purposes.	Partial, Writing process language can encompass on-demand settings as one of its purposes.	Yes	The intent of the 2007 PI is that the target audience and specific purpose drive decisions the writer makes about the appropriate genre to use and the explicit organizational structure, perspective, and style to use.	1997 Content Standard E	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-5
a. Locate, summarize and synthesize information from primary and secondary sources, as necessary.	Yes	Locating and summarizing information would occur as students planned and drafted their piece. At this grade span, a well-developed, organized piece would often include the synthesis of information from many sources.	The 2007 descriptor recognizes there will be times when the writer will need to use primary and secondary sources of information to achieve the desired purpose for the targeted audience.	1997 Grade Span 9-12 PI E3	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-5
b. Apply aspects of various genres for rhetorical effect, strong diction and distinctive voice.	Partial, The 2007 descriptor recognizes an important truth of writing-in order to achieve the desired effect a writer will often apply a combination of genres.	Yes, Both documents expect students to use their knowledge of writing to create well-written pieces with strong diction, distinctive voice, and the desired rhetorical effect.	The 2007 descriptor expects students to apply aspects of various genres to achieve rhetorical effect, strong diction, and distinctive voice.	1997 Grade Span 9-12 Content Standards E and G	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	No

c. Revise drafts to improve synthesis of information from sources ensuring that the organizational structure, perspective and style are effective for the targeted audience and purpose.	Yes	Yes	The 2007 descriptor emphasizes the role of revision to improve the quality of the piece, taking into consideration whether the organizational structure, perspective and style are effective for the targeted audience and purpose and whether the synthesis of information created a smooth flow of ideas.	1997 Grade Span 9-12 PI E3 and Content Standard E	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-5
d. Edit for correct grammar, usage and mechanics.	Yes	Yes, Both documents expect students to check their work for correct grammar, usage, and mechanics.	The 2007 document refers to Edited American English rather than Standard English conventions.	1997 Grade Span 9-12 PI F1	No, in the 2007 document, the grade span configuration is 9-D rather than 9-12.	4-Analysis
e. Create legible final drafts.	assumed expectation in the 1997 document, the expectation for legible final drafts is never clearly articulated.					
B2 Narrative						
PK-2 PERFORMANCE INDICATOR						
Students write stories that describe an experience.	Partial, The 1997 PI has the option for students to dictate their stories or essays.	articulates expectations regarding a sequence that makes sense and evidence of a beginning, middle, and end. It is confusing that the 1997 PI also	The 2007 PI expects students to write stories that describe an experience. It's descriptor addresses only the inclusion of descriptive details.	1997 PK-2 Grade Span PI G1	Yes, PK-2	Levels 3-5
a. Include descriptive details that enable the reader to create mental images.	Yes, but at a higher grade span.	Yes, The 1997 Grade Span 3-4 PI expects students to begin to use descriptive language that clarifies, enhances, and develops ideas.	expects students to include descriptive details that provide an opportunity for the reader to create mental images of the experience described in the writing.	1997 Grade Span 3-4 PI G1	No, the connection is with the 1997 3-4 Grade Span	Levels 3-5
3-5 PERFORMANCE INDICATOR						

Crosswalk - ELA 2007-1997

Students write narratives that relate events, ideas, observations, or recollections.	Partial, The 1997 PI s together move toward the scope this 2007 PI articulates.	the difference between the two documents lies in their structures. With each 2007 PI addressing a mode of writing, the language of the PI and its descriptors describe the parameters of writing in that particular mode, taking in developmental considerations that are	The 2007 PI expects students to be able to write in a variety of narrative formats which allow them to relate events, ideas, observations, and recollections.	1997 Grade Span 3-4 PI s G1,G2, G3,G4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
a. Provide a context in a storyline that enables the reader to imagine the event or experience.	Partial, The 1997 PI articulates expectations regarding the use of descriptive details and the expectation for a definite beginning, middle, and ending.	the difference between the two documents lies in their structures. With each 2007 PI addressing a mode of writing, the language of the PI and its descriptors describe the parameters of writing in that particular mode, taking in developmental considerations that are	The 2007 descriptor expects students to use the narrative structure of a storyline to describe the event or experience such a way that the reader can form visual images of the event or experience.	1997 Grade Span 3-4 PI s G1,G2	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
b. Provide insight into why the selected event or experience is memorable.	Partial, While not directly stated in the 1997 PI, sharing insights in a piece of writing would require awareness of an intended audience and purpose.	the difference between the two documents lies in their structures. With each 2007 PI addressing a mode of writing, the language of the PI and its descriptors describe the parameters of writing in that particular mode, taking in developmental considerations that are	The 2007 descriptor expects students to reflect on a memorable event or experience and share insights in their writing as to why the selected event or experience is memorable.	1997 3-4 Grade Span PI G4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
c. Include sensory details.	Yes, Use of sensory details is expected in the 1997 document.	Yes, When a writer uses sensory details, the desired effect can be to clarify, enhance, and develop ideas.	expect students to include sensory details in their writing as they relate events, ideas, observations, and recollections.	1997 Grade Span 3-4 PI G1	2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
6-8 PERFORMANCE INDICATOR						

Students write narratives that convey complex ideas, observations, events, or reflections.	Several 1997 PI s together articulate language within the scope of this 2007 PI.	The difference between the two documents lies in their structures. With each 2007 PI addressing a mode of writing, the language of the PI and its descriptors describe the parameters of writing in that particular mode, taking in developmental considerations that are	The 2007 PI expects students to be able to write in a variety of narrative formats which allow them to convey complex events, ideas, observations, and recollections.	1997 Grade Span 5-8 PI s G1,G2, G4, G7	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
a. Establish a plot (or other narrative structure), point of view, setting, and conflict.	The 1997 PI articulates the expectation that students will write stories that include major events, develop settings, and deal with problems and	The difference between the two documents is the 2007 descriptor allows latitude to select other narrative structures to convey complex ideas, events, observations, or recollections.	The 2007 descriptor provides latitude for students to decide the narrative structure to use when establishing a point of view , setting, and conflict to convey complex ideas, events, observations, or recollections.	1997 5-8 Grade Span PI G2	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
b. Develop characters.	Yes, The 1997 PI articulates the expectation that students will write stories that include major events, develop settings, and deal with problems and	Yes, Character development is a story element.	The 2007 descriptor expects students to develop characters when writing narratives.	1997 5-8 Grade Span PI G2	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
c. Use a range of narrative strategies for effect.	Partial, The 1997 PI expects students to use structures appropriate to audience and purpose.	Both documents expect students to make decisions regarding which strategies and/or structures to use in their writing based on the desired effect they want the writing to have for the intended	The 2007 descriptor expects students to select from a range of narrative strategies and use the strategies to achieve the desired effect.	1997 Grade Span 5-8 PI G3	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5

d. Use stylistic devices to clarify, enhance and develop ideas.	1997 PI expects students to use descriptive language to clarify, enhance, and develop ideas. Descriptive language is one example of a literary device a reader could select and is more limiting in scope when compared to the 2007	Expecting students to use stylistic devices provides students many options as they use the rules and principles of writing to place words together in such a way as to leave an indelible impression on the reader.	The 2007 descriptor expects students to use stylistic devices to clarify, enhance, and develop ideas.	1997 Grade Span 5-8 PI G7	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
9-Diploma PERFORMANCE INDICATOR						
Students embed narrative writing in a written text when appropriate to the audience and purpose	The 1997 PI expects students to effectively develop such elements as setting, major events, problems and solutions.	between the two documents is that the 2007 document expects students to be judicious when using narrative text, ensuring that the choice will be an effective mode to address the desired	The 2007 PI expects students to embed a narrative text in a written text when doing so would contribute to effectively meeting the intent of audience and purpose.	1997 Grade Span 9-12 PI G1	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-5
a. Use diction, syntax, imagery, and tone to create a distinctive voice.	expects students to write pieces in a personal style, with a discernible voice and effective wording.	Both documents expect students to create a distinctive voice in their writing.	The 2007 descriptor recognizes how diction, syntax, imagery, and tone create voice and expects students to create a distinctive voice using these four elements.	1997 Grade Span 9-12 PI G8	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-5
b. Organize ideas in a logical sequence, with effective transitions.	PI s together expect students to organize their work in a manner that suits the purpose and to use explicit transitional devices to change a situation or move a reader	Both documents expect students to organize the ideas and use effective transitions when writing.	The 2007 descripttor expects students to organize ideas in a logical sequence using effective transitions when embedding narrative text into the writing.	1997 Grade Span 9-12 PI s G6, G7	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-5
B3 Argument/Analysis Expository						

Crosswalk - ELA 2007-1997

PK-2 PERFORMANCE INDICATOR						
Students write to inform on a specific topic.	Partial, The 1997 PI has the option for students to dictate their stories or essays.	The 1997 PI expects students to write essays that convey basic ideas which is similar to the 2007 PI which expects students to write to inform on a specific topic. It is confusing that in the same 1997 PI there are	The 2007 PI expects students to write to inform on a specific topic and its descriptors define the appropriate PK-2 parameters for this writing.	1997 PK-2 Grade Span PI G1	Yes, PK-2	Levels 3-5
a. Write brief descriptions of objects, people, places or events.	Partial, the 1997 PI expects students to write essays which convey basic ideas and to write stories that have a sequence that makes sense and show evidence of a beginning.	The 2007 descriptor provides greater clarity regarding an appropriate PK-2 expectation for writing to inform on a topic.	The 2007 descriptor expects students to inform others on a topic by writing brief descriptions of objects, people, places, or events	1997 Grade Span PK-2 PI G1	Yes, PK-2	Levels 3-5
b. Record, in writing, and share information gathered.	Yes	between the two documents is the 1997 PI allows latitude regarding how students record information gathered.	Partial, The 2007 descriptor specifically states the students must record in writing information they have gathered.	1997 PK-2 Grade Span PI H3	Yes, PK-2	3-Application
3-5 PERFORMANCE INDICATOR						
Students write to identify and explain a position to an identified audience.	1997 document expects students to clearly state or suggest a central idea and provide supporting detail.	The difference between the two documents is the 2007 document expects students to write in an argumentative style.	The 2007 document expects students to identify and explain a position in writing to an identified audience.	1997 Grade Span 3-4 PI G3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
a. Summarize information from reading, listening or viewing.	Yes	Yes, Both documents expect students to summarize information from reading, listening, or viewing.	Yes, The intent of the language is the same.	1997 Grade Span 3-4 PI D4	No, in the 2007 document, the grade span configuration is 3-5 rather	Levels 2,4,5

Crosswalk - ELA 2007-1997

b. Discuss a central question or idea by using relevant supporting facts and details.	1997 document expects students to clearly state or suggest a central idea and provide supporting detail.	The difference between the two documents is the 2007 document expects students to write in an argumentative style.	The 2007 document expects students to respond to a central question or idea by using relevant supporting facts and details.	1997 Grade Span 3-4 PI G3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
6-8 PERFORMANCE INDICATOR						
Students write academic essays that state a clear position, supporting the position with relevant evidence.	1997 PI expects students to write to achieve distinct purposes in an oral	The difference between the two documents is the 2007 document expects students to write in an argumentative style.	students to write a formal piece of writing that analyzes a topic, idea, or issue by taking a clear position and supporting the position with relevant	1997 Grade Span 5-8 PI G6	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
a. Summarize and paraphrase and/or explain information from reading, listening or viewing.	1997 PI expects students to summarize whole texts they have read by summarizing important and representative	between the two documents is the 2007 document expects students to not only summarize but also paraphrase and/or explain information they have read heard, or viewed.	expects students to demonstrate understanding of information they have read, heard, or viewed by summarizing, paraphrasing, and/or explaining the	1997 Grade Span 5-8 PI A7	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2,4,5
b. Write thesis-driven essays that build a logical argument excluding extraneous information and differentiating between facts and opinions.	1997 PI expects students to write to achieve distinct	between the two documents is the 2007 document expects students to write in an argumentative style.	expects students to build a logical argument and include pertinent evidence to support the thesis.	1997 Grade Span 5-8 PI G6	No, In the 2007 document, the grade span configuration is 6-8 rather	Levels 2-6
9-Diploma PERFORMANCE INDICATOR						
Students write academic essays that structure ideas and arguments in a sustained and logical fashion.	1997 PI expects students to write to achieve distinct	between the two documents is the 2007 document expects students to write in an argumentative style.	expects students to write effective position papers that structure a logical, sustained argument.	1997 Grade Span 9-12 PI G5	No, In the 2007 document, the grade span configuration is 9-D rather	Levels 3-6

a. Explain and evaluate information from reading, listening or viewing.	1997 PI s expect students to comprehend texts well enough to explain, analyze and synthesize concepts and details, critique the effectiveness of persuasive devices an author uses, or evaluate information for accuracy,	Both documents expect students to be critical consumers of the information they receive from reading, listening, or viewing.	The 2007 descriptor expects students to explain and evaluate information from reading, listening, or viewing.	1997 Grade Span 9-12 PI A5, B7,B8, D5,H11	No, In the 2007 document, the grade span configuration is 9-D rather than 912.	Levels 1-6
b. Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.	Partial, The 1997 PI expects students to write to achieve distinct purposes.	The difference between the two documents is the 2007 document expects students to write in an argumentative style.	expects students to build a logical argument and support assertions with examples and evidence that are accurate, credible,	1997 Grade Span 9-12 PI G5	No, In the 2007 document, the grade span configuration is 9-D rather than 912.	Levels 3-6
B4 Persuasive Expository						
PK-2 PERFORMANCE INDICATOR						
Students write to explain likes and dislikes.	Partial, The 1997 PI expects students to write essays which convey basic ideas and to write stories that have a sequence that makes sense and show evidence of a beginning,	The 2007 document is more specific about the purpose for conveying basic ideas and that purpose is to explain likes and dislikes.	The 2007 PI lays a foundation for persuasive writing by expecting students to explain likes and dislikes in writing.	1997 PK-2 Grade Span PI G1	Yes, PK-2	Levels 3-5

Crosswalk - ELA 2007-1997

Support opinions with examples.	Partial, The 1997 PI expects students to write essays which convey basic ideas and to write stories that have a sequence that makes sense and show evidence of a beginning,	It is unclear in the 1997 PI if students have to provide any support when they convey basic ideas. The 2007 document clearly states the expectation for students to support opinions with examples.	The 2007 descriptor expects students to provide examples to support their opinions.	1997 PK-2 Grade Span PI G1	Yes, PK-2	Levels 3-5
3-5 PERFORMANCE INDICATOR						
Students write to persuade a targeted audience.	Partial, The 1997 PI is broad and expects students to write pieces that show awareness of a variety of intended audiences and	One of the purposes in the 1997 PI could be to persuade a targeted audience.	The 2007 PI expects students to persuade a targeted audience.	1997 Grade Span 3-4 PI G4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 3-5
a. Establish a clear position on a topic and support the position with relevant evidence.	1997 PI expects students to clearly state or suggest a central idea and provide supporting	The 2007 descriptor expects a persuasive piece while the 1997 PI could be expecting a persuasive, informative, or narrative piece.	The 2007 descriptor expects students to establish a clear position on a topic and support that position with relevant evidence.	1997 3-4 Grade Span PI G3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 3-5
6-8 PERFORMANCE INDICATOR						
Students write persuasive essays addressed to a specific audience for a particular purpose.	expects students to write to achieve distinct purposes in an oral presentation.	The 2007 descriptor expects a persuasive piece while the 1997 PI language is broad when it states to write for distinct purposes.	The 2007 PI expects students to write persuasive essays to influence the positions, beliefs, or opinions of a targeted audience.	1997 5-8 Grade Span PI G6	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6
a. Employ a variety of persuasive techniques, including presenting alternate views objectively or addressing potential counterclaims in a thesis-driven essay to influence the opinion, belief, or position of others.	expects students to write to achieve distinct purposes in an oral presentation.	The 2007 descriptor expects a persuasive piece while the 1997 PI language is broad when it states to write for distinct purposes.	The 2007 descriptor expects students to employ a variety of persuasive techniques to influence the opinion, belief, or position of others.	1997 Grade Span 5-8 Grade Span PI G5	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-6
9-Diploma PERFORMANCE INDICATOR						

Crosswalk - ELA 2007-1997

Students write persuasive essays exhibiting logical reasoning and rhetorical techniques.	1997 PI expects students to write to achieve distinct purposes for an oral	The 2007 descriptor expects a persuasive piece while the 1997 PI language is broad when it states to write for distinct purposes.	The 2007 PI expects students to write persuasive essays exhibiting logical reasoning and rhetorical techniques.	1997 Grade Span 9-12 PI G5	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-6
a. Employ a variety of persuasive techniques including anticipating, addressing and refuting potential counterclaims in a thesis-driven logical argument to influence the opinion, belief, or position of others.	1997 PI expects students to write to achieve distinct purposes for an oral	The 2007 descriptor expects a persuasive piece while the 1997 PI language is broad when it states to write for distinct purposes.	students to use a variety of persuasive techniques to write a logical argument that influences the opinion, belief, or position of others.	1997 Grade Span 9-12 PI G5, G10	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-6
B5 Practical Application						
PK-2 PERFORMANCE INDICATOR						
Students convey simple needs in writing.	Partial, but at a higher grade span.	the 1997 PI expects students to show awareness of a variety of intended audiences and identifiable purposes.	The 2007 PI expects students to write and communicate their needs.	1997 Grade Span 3-4 PI G4	No, the connection is with the 1997 3-4 Grade Span.	Levels 3-5
a. Write a personal letter.	Partial, but at a higher grade span.	the 1997 PI expects students to show awareness of a variety of intended audiences and identifiable purposes.	The 2007 descriptor expects students to be able to write a personal letter.	1997 Grade Span 3-4 PI G4	No, the connection is with the 1997 3-4 Grade Span.	Levels 3-5
b. Complete simple informational forms.	Partial, but at a higher grade span.	the 1997 PI expects students to show awareness of a variety of intended audiences and identifiable purposes.	The 2007 descriptor expects students to complete simple informational forms.	1997 Grade Span 3-4 PI G4	No, the connection is with the 1997 3-4 Grade Span.	Levels 3-5
c. Write one and two step directions for completing a simple task.	Partial, but at a higher grade span.	the 1997 PI expects students to show awareness of a variety of intended audiences and identifiable purposes.	the 2007 descriptor expects students to write one and two step directions for completing a simple task.	1997 Grade Span 3-4 PI G4	No, the connection is with the 1997 3-4 Grade Span.	Levels 3-5
3-5 PERFORMANCE INDICATOR						
Students write letters, other requests for information or directions for completing a process.	1997 PI expects students to write to show awareness of a variety of intended audiences and identifiable	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 PI expects students to write letters, other requests for information or directions for completing a process.	1997 3-4 Grade Span PI G4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-4

a. Include date, when appropriate an inside address, salutation, body, closing, and signature when writing a letter.	1997 PI expects students to write to show awareness of a variety of intended audiences and identifiable	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to be able to write letters and include all appropriate parts of a letter.	1997 Grade Span 3-4 PI G4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
b. Write multiple step directions for completing a task.	1997 PI expects students to write to show awareness of a variety of intended audiences and identifiable	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to write multiple step directions for completing a task.	1997 Grade Span 3-4 PI G4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
6-8 PERFORMANCE INDICATOR						
Students write documents related to career development and simple business letters and job applications.	Partial, The 1997 PI expects students to use structures appropriate to audience and purpose.	Both documents expect students to be able to write and communicate in a variety of practical applications.	expects students to adjust their writing skills in order to write simple business letters, to complete job applications or other career related situations.	1997 Grade Span 5-8 PI G3	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
a. Present information purposefully and succinctly to meet the needs of the audience.	1997 PI expects students to use structures appropriate to audience and	Both documents expect students to be able to write and communicate in a variety of practical applications.	expects students to present information purposefully and succinctly to meet the needs of the audience.	1997 Grade Span 5-8 PI G3	2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
b. Convey specific requests for detailed information.	1997 PI expects students to use structures appropriate to audience and	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to convey specific requests for detailed information.	1997 Grade Span 5-8 PI G3	2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
c. Follow a conventional format such as for resumes, memoranda, and proposals.	1997 PI expects students to use structures appropriate to audience and	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to follow a conventional format when writing resumes, memoranda, and proposals.	1997 Grade Span 5-8 PI G3	2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5

Crosswalk - ELA 2007-1997

d. Write multiple step directions with annotation where appropriate, for completing a task.	1997 PI expects students to use structures appropriate to audience and	Both documents expect students to be able to write and communicate in a variety of practical applications.	expects students to write multiple step directions for completing a task and use annotations when appropriate.	1997 Grade Span 5-8 PI G3	2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5
9-Diploma PERFORMANCE INDICATOR						
Students write personal communication and pieces related to educational development, career issues, and civic participation.	1997 PI 's language is broad enough to include writing for practical	Yes, Both documents expect students to write effectively, in a personal style, with a discernible voice and effective wording.	students to use stylistic and rhetorical aspects of writing when writing for a variety of life-related purposes.	1997 Grade Span 9-12 PI G8	2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-5
a. Complete college, job, licensing, and scholarship applications.	1997 PI expects students to write pieces in which the organization follows from	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to complete college, job, licensing, and scholarship applications.	1997 9-12 Grade Span PI G7	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 3-5
b. Request information.	1997 PI expects students to write for distinct	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to request information.	1997 9-12 Grade Span PI G5	2007 document, the grade span configuration is 9-D rather	Levels 3-6
c. Write editorials.	1997 PI expects students to write for distinct	Both documents expect students to be able to write and communicate in a variety of practical applications.	The 2007 descriptor expects students to be able to write an effective editorial.	1997 Grade Span 9-12 G5	2007 document, the grade span configuration is 9-D rather	Levels 3-6
C. <u>RESEARCH</u>: Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media. (L)	Yes	Yes	The 2007 Content Standard clearly articulates research as a process of inquiry.	1997 Content Standard H	Yes, Since the connection is at the content standard level the connection applies across all grade levels.	Levels 1-6
C1 Research						
PK-2 PERFORMANCE INDICATOR						
Students answer research questions by gathering information from text and non-print sources.	1997 PI expects students to develop questions to ask when gathering	Yes, Both documents recognize the key role research questions play in the research process.	The 2007 descriptor focuses on finding answers to the research questions by gathering information from print and non-print sources.	1997 Grade Span 3-4 PI s H1 and H2	No, The connection is at the 1997 3-4 Grade Span.	Levels 2-4

a. Follow an established procedure for locating sources appropriate to reading level.	1997 PI expects students to develop a search strategy which uses appropriate and available	Partial, The 2007 document articulates the importance of finding sources at the student's reading level.	Partial, The 2007 expects students will follow an established procedure for locating sources appropriate to reading level.	1997 Grade Span PK-2 PI H1	Yes, PK-2	3-Application
b. Collect information for a specific purpose.	Yes, but at a higher grade span.	Yes	The 2007 descriptor emphasizes collecting information for a specific purpose.	1997 Grade Span 3-4 PI H2	No, the connection is at the 1997 3-4 Grade Span.	3-Application
c. Organize findings.	Yes, but at a higher grade span.	Yes, both documents expect students to organize the research findings.	The 2007 descriptor emphasizes organizing research findings.	1997 Grade Span 5-6 PI H2	No, the connection is at the 1997 5-8 Grade Span.	4-Analysis
d. Share information gathered using oral and visual examples.	Yes	Yes	The 2007 descriptor expects students to share information gathered using oral and visual examples.	1997 Grade Span PK-2 PI H3	Yes, PK-2	3-Application
3-5 PERFORMANCE INDICATOR						
Students create, identify and answer research questions by gathering information from print and non-print sources and document sources and communicate findings.	Yes	Yes	The 2007 PI articulates the expectations of a process of inquiry at a level of sophistication appropriate for this	1997 Grade Span 3-4 PI s H1, H2, H3, and H5	No, in the 2007 document, the grade span configuration is 3-5 rather	Levels 2-5
a. Identify key words and concepts related to research questions making adjustments when appropriate.	Partial, Both documents expect research questions to be one of the anchors in the inquiry process.	Partial, The 2007 descriptor acknowledges the dynamic nature of inquiry as the information gathered informs whether adjustments need to be made to the research questions.	The 2007 descriptor moves beyond the 1997 PI in two ways- identifying key words and concepts related to the research questions and making adjustments when appropriate to arrive at accurate, authentic findings.	1997 Grade Span 3-4 PI s H1	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 2-4
b. Locate and access information by using organizational features.	Yes	expect students to use the organizational features of a text. What varies between the two documents is the specificity around the purpose for using the organizational	The 2007 descriptor defines the purpose for the use of organizational features in text for locating and accessing information.	1997 Grade Span 3-4 PI s D1, D2	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 2,3
c. Collect, evaluate and organize information for a specific purpose.	Partial, The connection is at a higher grade span and the intent is somewhat different.	expects the specific purpose for the information will inform whether it is deemed to be of value and therefore kept to be organized to inform the inquiry and its	The 2007 descriptor describes three actions (collect, evaluate, and organize) that will be taken when gathering information for a specific purpose.	1997 Grade Span 5-8 PI H2	No, The connection is to the 1997 5-8 Grade Span.	4-Analysis

d. Communicate findings using a variety of print and non-print sources.	Yes	Yes	The 1997 PI contains examples of print and non-print media, while the 2007 descriptor leaves defining print and non-print media to the 2007 glossary linked to the	1997 Grade Span 3-4 PI H3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 2-5
e. Understand plagiarism and demonstrate appropriate citation.	Yes, Both documents are striving for the prevention of plagiarism.	Partial, The 2007 descriptor expects students to understand the concept of plagiarism which is a foundation to seeing the value in citing sources.	The 2007 descriptor has the understanding of plagiarism first to emphasize how critical this understanding is then follows with the expectation of demonstrating appropriate citation - a logical next step to protecting the intellectual property of	1997 Grade Span 3-4 PI H5	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	3-Application
6-8 PERFORMANCE INDICATOR						
Students propose and revise research questions, collect information from a wide variety of primary and/or secondary sources and follow the conventions of documentation to communicate findings.	Partial, An important distinction between the two documents in 2007 students are expected to propose and revise research questions which is not	Partial, The 2007 PI expects students will develop and refine their research questions as a result of becoming more informed on the topic or issue through their inquiry.	The 2007 PI articulates the expectations of a process of inquiry at a level of sophistication appropriate for this grade span.	1997 Grade Span 5-8 PI s H1-10	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-5
a. Determine the nature and extent of information needed.	expectation describe in this descriptor would be a prerequisite step to a 1997 Grade Span 9-12 PI.	developing a search strategy for finding information on a particular topic, students would first need to determine the nature and extent of information needed.	Clearly the purpose and audience for inquiry would help determine the nature and extent of information needed.	1997 Grade Span 9-12 PI H1	No, The connection is at 1997 Grade Span 9-12	Unclear whether the level is 3 or 5
b. Locate and access relevant information.	Yes	Yes	The 2007 PI expects the information will be relevant.	1997 Grade Span 5-8 PI s H5-8	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application
c. Demonstrate facility with note-taking, organizing information, and creating bibliographies.	Yes	Yes	The 2007 descriptor synthesizes the expectations found in three 1997 PI s.	1997 Grade Span 5-8 PI s H1-3	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5

Crosswalk - ELA 2007-1997

d. Distinguish between primary and secondary sources.	documents expect students to know what primary and secondary sources are and to use them in gathering information.	Partial, The 2007 descriptor does not require an explanation of the importance of primary sources in determining the credibility of collected information.	The 2007 descriptor expects students to be able to articulate the distinction between primary and secondary sources.	1997 Grade Span 5-8 PI s H8, H9	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2,3
e. Evaluate and verify the credibility of the information found in print and non-print sources.	Partial, The 2007 descriptor applies the expectation to a print and non-print sources.	Partial, Both documents expect the credibility of primary sources will be evaluated.	expects students to evaluate and verify the credibility of the information found in print and non-print sources which would include primary and secondary sources.	1997 Grade Span 9-12 PI H9, H10	No, The connection is at 1997 Grade Span 9-12	Levels 3,4,6
f. Use additional sources to resolve contradictory information.	1997 PI expects students to explain the role primary sources can have in evaluating the validity and reliability of	Partial, The 1997 PI does not articulate the expectation for students to use primary sources to resolve contradictory information from other sources.	The 2007 descriptor expects students to resolve contradictions in collected information by consulting other sources.	1997 Grade Span 5-8 PI H9	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	2-Comprehend
g. Summarize and interpret information presented in various sources, and/or from fieldwork, experiments, and interviews.	1997 PI expects students to collect and synthesize the collected	documents expect students to process the collected information and to demonstrate they understanding the	The 2007 descriptor expects student to summarize and interpret the collected information.	1997 Grade Span 5-8 PI H1	2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3,5
h. Present findings paraphrasing and quoting sources, and using proper citation.	Partial, The 1997 PI expects that the findings will be presented orally.	Yes, Both documents expect research findings will be shared with others.	does not limit how the findings are shared but does place emphasis on protecting the intellectual property of the sources used in	1997 Grade Span 9-12 PI H12	No, The connection is at 1997 Grade Span 9-12	3-Application
i. Use information ethically and legally.	Yes	Partial, Both documents expect students to protect and respect the intellectual property of others.	expects students to understand the concept of plagiarism and to apply this understanding as they research.	1997 Grade Span 5-8 H3,H10	2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application
e						
9-Diploma PERFORMANCE INDICATOR						

Students develop research questions and modify them as necessary to elicit, present and critique evidence from a variety of primary and secondary sources following the conventions of documentation.	Partial, An important distinction between the two documents in 2007 students are expected to propose and revise research questions which is not	Partial, The 2007 PI expects students will develop research questions and refine them as a result of become more informed on the topic or issue through their inquiry.	The 2007 PI articulates the expectations of a process of inquiry at a level of sophistication appropriate for this grade span.	1997 Grade Span 9-12 PI s H1-11	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-6
a. Select and apply research methods that suit the purpose of the inquiry.	Partial, The 2007 document provides more latitude.	Partial, The 1997 document limits the focus to research on a particular topic.	The 2007 descriptor is more focused on the research method suiting the purpose of the inquiry.	1997 Grade Span 9-12 PI H1	2007 document, the grade span configuration is 9-D rather	Unclear whether the level is 3 or 5.
b. Make judgments about conflicting sources, incorporating those that are valid and refuting others.	Yes, Both documents expect students to use valid and reliable information from credible sources.	Partial, The 1997 PI s focus more on the credibility, validity, and reliability of primary sources.	The 2007 descriptor expects that when sources conflict one another, students will evaluate and determine which sources are the most valid and incorporate the information found in those in the research findings while refuting the invalid information	1997 Grade Span 9-12 H9,H10, H12	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3,4,6
c. Synthesize information from multiple sources, and/or data gathered from field work and interviews.	Yes	descriptor does not limit the sources of the collected information to field work and interviews.	The 2007 descriptor expects collected information from multiple sources will be synthesized.	1997 Grade Span 5-8 PI H1	No, The connection is at the 1997 5-8 Grade Span.	Levels 3-5
d. Utilize media relevant to audience and purpose, that extend and support oral, written, and visual communication.	Yes	Partial, the 2007 descriptor expects the target audience and purpose for sharing the research findings will determine the type of media selected.	expects that as students select media relevant to audience and purpose, they will also look for ways to extend and support oral, written, and visual communication.	1997 Grade Span 9-12 PI H12	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application
e. Integrate paraphrasing, quotations and citations into a written text that maintains the flow of ideas.	Partial, Proper attribution is one of the components in the 2007 descriptor.	Partial, The 2007 descriptor's intent is the creation of a quality written text to communicate research findings.	descriptor expects students to synthesize paraphrased information, quotations, and citations and create a well-written text.	1997 Grade Span 5-8 H10	No, The connection is at the 1997 5-8 Grade Span.	3-Application

f. Access and present information ethically and legally.	Yes	Partial, Both documents expect students to protect and respect the intellectual property of others.	expects students to understand the concept of plagiarism and to apply this understanding as they research and share the research findings.	1997 Grade Span 5-8 PI s H3 and H10.	No, The connection is at the 1997 5-8 Grade Span.	3-Application
D. <u>LANGUAGE</u>: Students write and speak using the conventions of Standard American English. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.	document clarifies the conventions to be Standard American English rather than Standard English conventions.	Yes, The 2007 CS articulates broad purposes- to aid reading comprehension and to enhance the effectiveness and clarity of communication.	The 2007 PI acknowledges the positive impact knowledge of grammar and usage have comprehending texts.	1997 Content Standard F	Yes, the connection is at the content standard level in both documents.	Levels 1,3
D1 Grammar and Usage						
PK-2 PERFORMANCE INDICATOR						
Students demonstrate an understanding of the parts of speech and simple sentence structures to communicate.	Yes	second bullet expects an initial understanding of the use of pronouns and adjectives. It is unclear in the document what degree of mastery is equivalent to "initial	The 2007 descriptors below define the parameters for parts of speech to include nouns and verbs.	1997 PK-2 PI F1 first and second bullets	2 for the 1997 F1 first bullet, but not for 1997 F1 second bullet which finds its match in 2007 Grade Span 3-5.	Levels 2,3
a. Identify and use nouns and verbs correctly.	Partial, Nowhere in the 1997 document is an expectation stated regarding using verbs correctly.	Partial, The 1997 document articulates no significant errors in the use of nouns, pronouns, and adjectives in the 5-8 grade span F1 first bullet. Unlike the 1997 document, the 2007 document has no gradations of accuracy- e.g., initial understanding, few significant errors , no	The 2007 descriptor expects students to have an understanding of the roles nouns and verbs have in communicating and to use these two parts of speech correctly in simple sentences by the end of the PK-2 grade span.	1997 Grade Span 5-8 PI F1 first bullet	No, The connection is at the 1997 Grade Span 5-8	3-Application
b. Use simple sentences.	Yes	Yes	The 2007 descriptor simply states use simple sentences.	1997 Grade Span PK-2 PI F1 first bullet	Yes, PK-2	3-Application
3-5 PERFORMANCE INDICATOR						

Students use the parts of speech, and vary sentence structure to communicate.	Yes, but the connection is at two different grade spans	The 1997 document expects students to vary sentence structures in the 5-8 grade span.	The 2007 PI expects students to use appropriate parts of speech correctly and to vary the use of sentence structures to communicate.	Speech: 1997 Grade Span 3-4 PI F1 first bullet, second bullet Vary sentence structures: 1997 Grade	No, 1997 Grade Span 3-4 and 5-8	3-Application
a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly. (L)	1997 5-8 Grade Span document expects no significant errors in the use of nouns, pronouns, and adjectives; few significant errors in the use of adjective forms, adverbial forms, prepositions, and prepositional phrases; and	Unlike the 1997 document, the 2007 descriptor expects correct usage. There are no gradations of accuracy in the 2007 document.	The 2007 descriptor expects that forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections will be used correctly by the end of the 3-5 grade span.	1997 Grade Span 5-8 PI F1 first, second, and third bullets.	No, The connection is at the 1997 5-8 Grade Span.	3-Application
b. Use simple, compound, and complex sentences. (L)	Partial, The connection is at a higher grade span.	directly stated in the 1997 document, the use of compound sentences is implied with the expectation of attention to the proper use of conjunctions at the 5-8 grade span.	The 2007 descriptor expects that simple, compound, and complex sentences will be used correctly by the end of the 3-5 grade span.	Compound Sentences: 1997 Grade Span 5-8 PI F1 third bullet.	No, The connection is at the 1997 5-8 Grade Span.	3-Application
6-8 PERFORMANCE INDICATOR						
Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate.	Yes	Yes	The 2007 descriptor expects that students will be adept at using a variety of sentence structures correctly by the end of the 6-8 grade span.	1997 Grade Span 5-8 PI F1 first, second, and third bullets and 1997 Grade Span 5-8 PI G8	No, in the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application
a. Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions and interjections correctly. (L)	Yes	Yes	expects that students will be adept at using adjectives and their modifiers and transitions correctly by the end of the 6-8 grade span.	1997 Grade Span 5-8 PI F1 first, second, and third bullets and 1997 Grade Span 5-8 PI G9	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application

b. Use compound complex sentences.	Partial, While not stated directly in the 1997 document, it is implied with the expectation for the use of coordinating and			1997 9-12 Grade Span PI F1 second bullet	No, The connection is at the 1997 9-12 Grade Span	3-Application
c. Use active and passive voices effectively.	specific expectation regarding effective use of active and passive voices in the 1997 document.					
9-Diploma PERFORMANCE INDICATOR						
Students apply rhetorical skills when reading, writing and speaking through their understanding of Standard American English.	Yes	Yes	The 2007 descriptor expects students accuracy with the conventions of Standard American English will facilitate their use of language in a manner that will improve the quality and effectiveness of what they are	1997 Content Standard G	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-5
a. Use appropriate diction, syntax and figurative language to suit purpose, context, and audience.	Yes	Yes	The 2007 descriptor expects students accuracy with the conventions of Standard American English will facilitate their use of language in a manner that will improve the quality and effectiveness of what they are	1997 Content Standard G	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3-5
D2 Mechanics						
PK-2 PERFORMANCE INDICATOR						

Students apply the rules of capitalization, punctuation and spelling to communicate.	Yes	Partial, 1997 expects students will spell frequently used words correctly, have few significant errors in the capitalization of proper nouns and of the words that begin sentences, and have few significant errors in the use of end stop punctuation (e.g.,	The 2007 PI is supported by its descriptors which articulate the specific expectations in punctuation, capitalization, and spelling appropriate for the grade span.	1997 Grade Span PK-2 PI F1 third, fourth, and fifth bullet	Yes, PK-2	3-Application
a. Use commas in the greeting and closure of a letter and in dates.	Yes, but at a higher grade span	Yes	the 2007 descriptor expects by the end of grade 2, students will use commas correctly in the greeting and closure of a letter and in dates.	1997 Grade Span 3-4 PI F1 fifth bullet	No, The connection is at the 1997 3-4 Grade Span	3-Application
b. Capitalize proper nouns and words at the beginning of sentences.	Yes	Yes	the 2007 descriptor expects students to capitalized proper nouns and the words at the beginning of sentences.	1997 Grade Span PK-2 PI F1 fourth bullet	Yes, PK-2	3-Application
c. Use periods, question marks and exclamation points.	Yes	Yes	the 2007 descriptor expects students to use periods, question marks, or exclamation points at the end of sentences.	1997 Grade Span PK-2 PI F1 fifth bullet	Yes, PK-2	3-Application
d. Spell high frequency grade-level words. Use phonics patterns to aid in spelling. (L)	Yes	Yes, Both documents expect students to spell frequently used words correctly.	the 2007 descriptor expects students to spell high frequency grade-level words correctly by using phonic patterns to aid spelling.	1997 Grade Span PK-2 PI F1 third bullet	Yes, PK-2	3-Application
3-5 PERFORMANCE INDICATOR						
Students apply the rules of capitalization, punctuation and spelling to communicate.	Yes	Partial, the 1997 document expects students will have few significant errors in the spelling of frequently used words; no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles; no significant errors in the use of ending punctuation marks and an understanding of	The 2007 PI is supported by its descriptors and their links which articulate the specific expectations in punctuation, capitalization, and spelling appropriate for the grade span.	1997 PI F1 bullets 1-5	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	3-Application

Crosswalk - ELA 2007-1997

a. Punctuate correctly. (L)	Yes	Yes	has a link from the document that articulates the specific punctuation expectations for this grade span.	1997 Grade Span 3-4 PI F1 fifth bullet	2007 document, the grade span configuration is 3-5 rather than 3-4.	3-Application
b. Capitalize correctly. (L)	Yes	states no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.	The 2007 document has a link from the document that articulates the specific capitalization expectations for this grade span.	1997 Grade Span 3-4 PI F1 fourth bullet	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	3-Application
c. Spell high frequency grade level words.	Yes	The 1997 document states few significant errors in the spelling of frequently used words.	The language between the two documents has the same intent.	1997 Grade Span 3-4 PI F1 third bullet	No, in the 2007 document, the grade span configuration is 3-5 rather	3-Application
6-8 PERFORMANCE INDICATOR						
Students apply the rules of capitalization, punctuation and spelling to communicate effectively.	Yes	The 1997 document expects students to have no significant errors in the spelling of common, frequently used words, and attention to the correct spelling of commonly misspelled words and less common words; no significant errors in the common conventions of capitalization and attention to less common capitalization conventions; and no significant errors in the use of ending punctuation marks, few significant errors in the common use of commas, and attention to the proper use of colon, semicolon,	The 2007 PI has descriptors that provide the specific expectations for punctuation, capitalization, and spelling appropriate for this grade span.	1997 Grade Span 5-8 PI F1 fourth, fifth, and sixth bullet	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application

a. Use correct capitalization and punctuation to include commas and semicolons.	Partial, The 1997 document has gradations of correctness in its language for capitalization and punctuation.	The 1997 document expects attention to less common capitalization conventions (e.g., capitalizing the names of nationalities) and attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe, and	The 2007 document expects by the end of grade 8, student will capitalize words correctly and correctly use the comma and the semicolon.	1997 Grade Span 5-8 PI F1 fifth and sixth bullet	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application
b. Correctly spell frequently misspelled words and common homophones.	1997 document expects attention to the correct spelling of commonly misspelled words and less common words.	Partial, The 1997 document has no statement of expectation regarding homophones.	The 2007 document expects by the end of grade 8, student will correctly spell frequently misspelled words and common homophones.	1997 Grade Span 5-8 PI F1 fourth bullet.	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application
9-Diploma PERFORMANCE INDICATOR						
Students demonstrate the use of the structures and conventions of Standard American English in their communication.	Yes	Yes	The 2007 document uses Standard American English conventions rather than Standard English Conventions.	1997 Grade Span 9-12 Content Standard F	No, in the 2007 document, the grade span configuration is 9-D rather	Levels 1,3
a. Use appropriate punctuation, spelling, sentence and paragraph structure to suit purpose, context, and audience.	Yes	expect students to consider purpose, audience, and context/situation when making decisions about punctuation, spelling, sentence and paragraph structure.	articulates that the specific purpose, context, and audience will help inform the appropriate punctuation, spelling, sentence and paragraph structure.	1997 Grade Span 9-12 PI F1 third, fourth, and fifth bullets, F2	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application
E. LISTENING AND SPEAKING: Students listen to comprehend and speak to communicate effectively.	Yes	Partial, In the 1997 document, listening expectations were not clearly articulated.	Standard succinctly states the purposes of listening and speaking. Giving listening and speaking content standard status in the 2007 document recognizes their critical role in	1997 Content Standards E and G	Yes, Since the connection is at the CS level it applies across all the grade spans.	Levels 3-5
E1 Listening						
PK-2 PERFORMANCE INDICATOR						

Students use early active listening skills.	1997 document, students were expected to respond to remarks or	Yes	The 2007 PI clearly identifies itself as a PI about listening.	1997 PK-2 PI E3	Yes, PK-2	2-Comprehend
a. Ask relevant questions at appropriate times.	Yes, but at a higher grade span.	Yes	The 2007 descriptor expects students to ask relevant questions at appropriate times.	1997 Grade Span 5-8 PI E3	No, the connection is at the 1997 5-8 Grade Span	Levels 2,3
b. Converse without interrupting.	document states no expectations conversing without interrupting.					
c. Follow one- and two- step oral instructions.	document states no expectation for following oral directions just language about giving accurate directions in the 3-4 Grade					
3-5 PERFORMANCE INDICATOR						
Students apply active listening skills.	Partial, In the 1997 document, students are expected to ask questions and apply personal interpretations in class discussions following speeches and	Partial, The 2007 PI emphasizes the importance of listening skills.	The 2007 descriptor expects students to apply active listening skills.	1997 Grade Span 5-8 E3	No, The partial connection is at the 1997 5-8 Grade Span.	Levels 2,3
a. Attend and respond appropriately to classmates and adults.	document states no expectation for attending and responding appropriately to classmates and adults.					

b. Ask clarifying questions.	Partial, In the 1997 document, students are expected to ask questions and apply personal interpretations in class discussions following speeches and	Yes, Both documents see the value of asking clarifying questions to deepen students' understanding of what they heard.	The 2007 descriptor can be applied to any listening situation.	1997 Grade Span 5-8 E3	No, The partial connection is at the 1997 5-8 Grade Span.	Levels 2,3,4
c. Follow multi-step oral instructions.	No, The 1997 document states no expectation for following multi-step oral instructions. There is however an expectation in the 3-4 Grade Span to give accurate					
6-8 PERFORMANCE INDICATOR						
Students adjust listening strategies to understand formal and informal discussion, debates or presentations, and then apply the information.	2007 PI language provides latitude in how students adjust listening strategies across a variety of situations while the 1997 document focuses on asking questions and applying personal interpretations as strategies for adjusting listening	Partial, Both documents expect students to monitor their understanding by asking appropriate clarifying questions.	The 2007 descriptors for this PI identify the parameters for the application of this PI.	1997 Grade Span 5-8 PI E3	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2,3,4

Crosswalk - ELA 2007-1997

a. Ask appropriate clarifying questions	Partial, In the 1997 document, students are expected to ask questions and apply personal interpretations in class discussions following speeches and	Yes, Both documents see the value of asking clarifying questions to deepen students' understanding of what they heard.	The 2007 descriptor can be applied to any listening situation.	1997 Grade Span 5-8 E3	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2,3,4
b. Summarize and apply information presented.	Partial, The 1997 PI expects students to summarize information from texts they have read, heard, or viewed by identifying the main idea or	Partial, The 1997 does not have an expectation that students apply information they have heard.	The 2007 descriptor can be applied to any listening situation.	1997 Grade Span 3-4 PI E4	No, The connection is at the 1997 3-4 Grade Span	2-Comprehend
c. Acknowledge and build upon the ideas of others.	No					
9-Diploma PERFORMANCE INDICATOR						
Students adjust listening strategies to formal and informal discussion, debates or presentations, and then evaluate the information.	Partial, The 1997 PI applies listening strategies to writing conferences.	Partial, The 2007 PI articulates the importance of monitoring listening for understanding.	The 2007 PI can be applied to any listening situation.	1997 Grade Span 9-12 PI E1	No, In the 2007 document, the grade span configuration is 9-D rather	Levels 4-5
a. Formulate clarifying questions.	Partial, In the 1997 document, students are expected to ask questions and apply personal interpretations in class discussions following speeches and	Yes, Both documents see the value of asking clarifying questions to deepen students' understanding of what they heard.	The 2007 descriptor can be applied to any listening situation.	1997 Grade Span 5-8 E3	No, The partial connection is at the 1997 5-8 Grade Span.	Levels 2-4

b. Examine and critique information presented.	Partial, The 1997 PI expects students to evaluate the remarks and oral presentations of others to find the key ideas, and explain the	The documents differ in where each places the emphasis for the evaluation of the presented information.	The 2007 descriptor expects students to be critical consumers of information by examining and critiquing information presented.	1997 Grade Span 9-12 PI E4	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12	Levels 2,6
c. Expand on ideas presented by others.	document states no expectation for students to expand on ideas presented by others.					
E2 Speaking						
PK-2 PERFORMANCE INDICATOR						
Students use speaking skills to communicate.	Yes	Yes	The 2007 PI can be applied to any situation.	1997 Content Standards E and G	Yes, since the connection is at the CS level it applies to all grade spans.	Levels 3-5
a. Make clear requests at appropriate times.	document does not articulate expectations regarding making decisions for when is the appropriate time to make a request.					
b. Make simple presentations using eye contact.	Yes, but at a later grade span.	does not show the progression of development of speaking skills through the grade spans.	expects a basic strategy of address be demonstrated when students make simple presentations.	1997 Grade Span 5-8 PI G10	No, The connection is at the 1997 5-8 Grade Span.	3-Application
c. Use voice level appropriate to the situation.	1997 PI expects students to use oral language appropriate to the level of formality	Partial, voice level is a consideration when using oral language.	The 2007 descriptor can be applied to any speaking situation.	1997 Grade Span PK-2 F2	Yes, PK-2	Levels 3,4

d. Share stories and information and support opinions using oral and visual examples.	1997 PK-2 PI focuses on the oral telling of a discovery or experience. The 1997 Grade Span 3-4 PI focuses on the use of a variety of media and technological resources to make creative and expository	1997 PK-2 PI focuses on the oral telling of a discovery or experience. The 2007 document lays a foundation for later grade spans by expecting students in PK-2 at an informal level to share stories and information and support this sharing with oral and visual examples.	The 2007 descriptor expects student to be able to share stories and information and support opinions using oral and visual examples by the end of the grade span.	1997 Grade Span PK-2 E1	Yes, PK-2	Levels 2,3
3-5 PERFORMANCE INDICATOR						
Students use active speaking skills to communicate effectively in a variety of contexts.	Yes	Yes	The 2007 descriptors of this PI define the parameters for this PI.	1997 Content Standards E and G and 1997 Grade Span 3-4 PI F2	Yes and No, Since the connection is at the CS level it applies to all grade spans, keeping in mind that in the 2007 document, the grade span configuration is	Levels 3-5
a. Explain ideas clearly and respond to questions with appropriate information.	1997 PI expects students to make remarks that clearly state or suggest a central idea and provide	Partial, The 2007 descriptor expects students to interact with their audience.	The 2007 descriptor expects students to respond to questions with appropriate information.	1997 Grade Span 3-4 PI G3; Fielding Responses: 1997 Grade Span 5-8 PI F2	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
b. Share information summarized from reading, listening, or viewing and form a position on a topic supported with a variety of print and non-print sources.	1997 PI expects students to make remarks that clearly state or suggest a central idea and provide	Partial, The 2007 descriptor increases the cognitive demand from the 1997 PI.	The 2007 descriptor expects students to form a position on a topic and support this position with a variety of print and non-print sources.	1997 Grade Span 3-4 PI G3	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5
c. Speak using eye contact, clear enunciation, and gestures for emphasis and appropriate volume and rate.	Yes, but at a higher grade span	Yes	The language is close in intent.	1997 5-8 Grade Span PI G10	No, the connection is at the 1997 5-8 Grade Span	3-Application
6-8 PERFORMANCE INDICATOR						

Students adjust speaking strategies for formal and informal discussions, debates or presentations appropriate to the audience and purpose.	1997 5-8 PI s focus on the structures appropriate for audience and purpose. The 1997 3-4 PI expects students to use the level of language formality required in a variety of speaking	Yes, Both documents acknowledge the impact audience and purpose have on the decisions speakers make regarding the level of formality for the presentation and the language they use. Audience and purpose also impact decisions regarding which structures will frame the content of what they want to say.	The 2007 PI uses a key verb- "adjust" to communicate the dynamic nature of speaking situations and the decisions speakers make to ensure their communication is effective and meets the desired outcomes for audience and purpose.	1997 Grade Span 5-8 PI s G3, G6; 1997 Grade Span 3-4 PI F2	Yes and No Formality of the language used 1997 3-4 PI F2; Structures 1997 5-8 PI s G3,G6	3-Application
a. Organize and present information logically.	1997 document expects students to use structures appropriate to audience and purpose in oral presentations.	Partial, Both documents recognize the importance of organizing information to be shared.	The 2007 descriptor is open enough to allow latitude in decisions regarding organizing and presenting information logically.	1997 Grade Span 5-8 PI G3	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	3-Application
b. Adjust volume, tone, eye contact, and gestures to suit the audience.	1997 PI does not articulate the expectation for the strategies of address to suit	Yes, Both documents expect students to use the strategies of address	students to be monitoring their delivery and adjusting the volume, tone, eye contact, and gestures to suit the audience.	1997 Grade Span 5-8 PI G10	2007 document, the grade span configuration is 6-8 rather than 5-8	3-Application
c. Use conventions of Standard American English.	Yes	Yes	refers to conventions for grammar and usage as Standard American English rather than the 1997 Standard English	1997 Grade Span 5-8 CS F and PI s F1, F2	2007 document, the grade span configuration is 6-8 rather than 5-8	3-Application
d. Seek feedback and revise to improve effectiveness of communication.	Partial, The 1997 PI focuses on a writing conference.	Partial, Although the 1997 CS is titled "Processes of Writing and Speaking", the 1997 PI s that address improving communication focus on the writing process.	expects students to seek feedback and revise to improve effectiveness of all types of communication, not just written communications.	1997 Grade Span 5-8 PI E1	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8	Levels 4,5

e. Select appropriate media, relevant to audience and purpose, that extend and supports oral, written, and visual communication.	Partial, The 1997 Grade Span 9-12 PI is broad and provides latitude in its expectation for using a variety of techniques for introducing and representing ideas and	Both documents expect students to support their communications with appropriate techniques or media.	The 2007 descriptor is expecting students to be selective when choosing media for oral, written, and visual communications. The descriptor expects the media to be relevant to the audience and intended purpose and to extend and support the communication of	1997 Grade Span 9-12 PI G11	No, The connection is at the 1997 9-12 Grade Span.	3-Application
9-Diploma PERFORMANCE INDICATOR						
Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.	Partial, The 1997 PI focuses on a formal speech.	Partial, The 2007 document expect students to be effective speakers in a variety of situations.	students to determine which speaking strategies to use after considering the audience and the purpose as well as how formal or informal the expectations are for the speaking	1997 Grade Span 9-12 PI F3	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application
a. Choose and present appropriate information logically.	1997 PI expects students to decide on the organization of an oral presentation based on the purpose for the	Partial, Both documents expect students to decide how best to organize information before presenting the information	The 2007 descriptor expects students to decide which information is appropriate and how best to organize and logically present the information.	1997 Grade Span 9-12 PI G7	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 3,4
b. Apply conventions of Standard American English to suit audience and purpose.	Yes	Yes	uses the terminology Standard American English rather than Standard English conventions because it is American English that is used in the USA including Maine.	1997 Grade Span 9-12 CS F and PI s F1,F3	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application
c. Analyze feedback and revise to improve effectiveness of communication.	1997 PI expects students to reflect on, evaluate, revise, and edit a sequence of drafts to improve and polish a	Both documents expect students to revise with the intent of improving the effectiveness of what is communicated.	The 2007 descriptor expects students to analyze feedback and use the information from this analysis to revise with the intent to improve the effectiveness of their communication.	1997 Grade Span 9-12 PI E2	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 4-6

d. Determine appropriate media, relevant to audience and purpose that extend and support oral, written, and visual communication.	Partial, The 1997 Grade Span 9-12 PI is broad and provides latitude in its expectation for using a variety of techniques for introducing and representing ideas and	Both documents expect students to support their communications with appropriate techniques or media.	The 2007 descriptor is expecting students to be selective when choosing media for oral, written, and visual communications. The descriptor expects the media to be relevant to the audience and intended purpose and to extend and support the communication of	1997 Grade Span 9-12 PI G11	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application
F. MEDIA: Students recognize and can explain the effects that both print and non-print sources have on listeners, viewers and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.	Partial, The 1997 CS states- "In a world that surrounds them [students] with information, they have to be able to connect with this information and make sense of	Partial, The 2007 CS moves beyond understanding the message to analyzing the effect media has on an individual's opinions and decisions.	The 2007 CS expects students to develop an awareness of the effects media have on forming opinions and making decisions by recognizing and explaining the effects both print and non-print sources have on listeners, viewers, and	1997 Content Standards C, D	Yes, Since the connection is at the CS level, it applies to all grade spans.	Levels 3,4,6
F1 Analysis of Media						
PK-2 PERFORMANCE INDICATOR						
Students understand that there are differences among the kinds of information in different forms of media.	Partial, The 1997 CS expects students to demonstrate an understanding of how words and images communicate.	foundation regarding the effect of media on the information communicated while the 1997 document is laying a foundation for understanding how words and images communicate.	The 2007 PI expects by the end of the grade span, students will understand that information may be different because of how it is communicated.	1997 content Standard C	Yes, Since the connection is to a CS, it applies across all grade spans.	Levels 3,4
a. Identify the different types of media in the daily lives of most people.	1997 PI expects students to make observations about the use of language and graphic symbols encountered in	Both documents expect students to build awareness of the use of graphic symbols and language in daily life.	The 2007 descriptor leaves room for a broad definition of media and does not limit the definition to only technological forms.	1997 Grade Span 3-4 PI C4	No, The connection is at the 1997 3-4 Grade Span.	4-Analysis

Crosswalk - ELA 2007-1997

b. Describe their reactions to a variety of print and/or non-print source.	Partial, The 1997 document expects students to respond to remarks or statements orally and in writing but has no language about describing their reactions to a variety of print and/or non-print sources.	While the 1997 document articulates in the rationale section for ELA the importance of constructing meaning through visual media, the expectation is not clearly articulated regarding the analysis of media or its prerequisite understandings.	The 2007 descriptor recognizes that information is available in a variety of print and non print sources. Expecting students to describe their reactions to a variety of print and/or non-print sources lays a foundation for eventually understanding that the same information can have different effects when	1997 PK-2 PI E3	Yes, PK-2	2-Comprehend
3-5 PERFORMANCE INDICATOR						
Students explain that the same information can have different effects when presented through different forms of media.	1997 PI expects students to make observations about the use of language and graphic symbols encountered in	The 2007 PI is laying a foundation regarding the effect of media on the information communicated while the 1997 document is laying a foundation for understanding how words and images communicate.	The 2007 PI expects by the end of the grade span that students can explain that the same information can have different effects when presented through different forms of media.	1997 Grade Span 3-4 PI C4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	4-Analysis
a. Compare and contrast the effects of the same kind of information found in books, movies, newspapers, magazines, and on the Internet and television.	Partial, The 1997 PI expects students to make observations about the use of language and graphic symbols encountered in real-life situations.	Partial, The two documents have two different intentions. The 1997 document's intention is to build an awareness of the use of language and graphic symbols in real life situations while the 2007 document's intention is to build knowledge regarding the effects different media forms have on how information is	The 2007 descriptor expects students to analyze how the same information is communicated in different media forms by comparing and contrasting the effects each media form has on the communication of the information.	1997 Grade Span 3-4 PI C4	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	4-Analysis

b. Recognize that there are multiple roles and purposes of media.	1997 document articulates in the ratioanle section for ELA the importance of constructing meaning through visual media, the expectation is not clearly articulated regarding the analysis of media or its prerequisite					
6-8 PERFORMANCE INDICATOR						
Students identify the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information found in different forms of media.	Partial, The 1997 CS expects students to demonstrate an understanding of how words and images communicate. One 1997 5-8 PI expects students to understand the	Partial, The 2007 PI expect students to develop an understanding of how media communicates by analyzing the techniques used by media, for what purposes, and/or for what effect.	The 2007 PI expects students to analyze different forms of media in order to identify the purposes, techniques, and/or effects used to communicate auditory, visual, and written information.	1997 Content Standards C,D and 1997 Grade Span 5-8 PI C5	yes and no, Since the connection is at the CS level, it applies across grade spans, however in the 2007 document, the grade span configuration is 3-5 rather	Levels 3,4
a. Describe and evaluate the structural features of visual and non-visual media. (L)	1997 PI limits the analysis to complex structures found in informational texts and the relationship between the concepts and details in those structures. Students are expected to apply reading, listening, and viewing strategies to informational texts in the	Both documents are expecting students to recognize and understand the relationship between the structures used and the information communicated. The 2007 document expects this understanding to apply to visual and non-visual media and expects students to evaluate the structures.	The 2007 descriptor expects students to understand the structures in visual and non-visual media so they are able to describe and evaluate these structures.	1997 Grade Span 9-12 PI D4	No, The connection is to 1997 Grade Span 9-12	

b. Explain the role of the media in shaping opinions.	Partial, The 1997 CS expects students to demonstrate an understanding of how words and images communicate. One 1997 5-8 PI expects students to understand the	The difference between the two documents is the 2007 document expands beyond the concept of propaganda expected in the 1997 document to the construct of media.	The 2007 descriptor expects students will be able to explain the role of media in shaping opinions.	1997 Grade Span 5-8 PI C5	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-4
c. Note instances of bias, stereotyping, and propaganda.	Partial, The 1997 document focuses only on propaganda.	Partial, Both documents expect students to understand propaganda well enough to recognize	The 2007 document also expects students to identify instances of stereotyping and bias as well.	1997 Grade Span 5-8 PI C5	Not in the 2007 document, the grade span configuration is 6-8 rather	2-Comprehend
9-Diploma PERFORMANCE INDICATOR						
Students analyze the effectiveness of auditory, visual, and written information used to communicate in different forms of media.	Partial, The 1997 CS expects students to understand how words and images communicate.	beyond expecting students to understand how words and images communicate to expecting students to analyze the effect of the different types of information used in	The 2007 expects students to analyze the effectiveness of the auditory, visual, and written information used in different forms of media to communicate.	1997 Content Standard C	Yes, Since the connection is at the CS level, it applies to all grade spans.	Levels 3,4
a. Explain how visual and sound effects influence messages in various media.	No, while the 1997 document articulates in the rationale section for ELA the importance of constructing meaning through visual media, the expectation is not clearly articulated regarding the analysis of					

b. Explain the similarities and differences between the messages conveyed by print and non-print sources.	No, while the 1997 document articulates in the rationale section for ELA the importance of constructing meaning through visual media, the expectation is not clearly articulated regarding the analysis of					
c. Compare the role of print and non-print sources, including advertising, in shaping public opinion noting instances of unsupported inferences, or fallacious reasoning.	No, while the 1997 document articulates in the rationale section for ELA the importance of constructing meaning through visual media, the expectation is not clearly articulated regarding the analysis of					
d. Determine appropriate media, relevant to audience and purpose, that extend and support oral, written, and visual communication.	Partial, the 1997 Grade Span 9-12 PI is broad and provides latitude in its expectation for using a variety of techniques for introducing and representing ideas and	The 1997 PI is limited to the techniques used in oral presentations while the 2007 descriptor would like students to analyze many forms of media.	The 2007 document expects students to analyze media to determine the appropriate media to extend the oral, written and visual communication for the intended audience and purpose.	1997 Grade Span 9-12 PI G11	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application
Standards, PIs, Descriptors NOT found in 2007 document						
% increase or decrease # of Standards	25%					
% increase or decrease # of Performance Indicators	93%					